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ABSTRACT

This curriculum guide is designed to provide a comprehensive educational base for food service programs. It is suitable for use in one- or two-year programs, although instructors in one-year programs will have to be selective in choice of topics. The guide is divided into 14 curriculum topics. Each topic area includes student competencies; a listing of content topics; a list of learning experiences; a listing of teacher materials, such as filmstrips, films, computer applications, and pamphlets; and reproducible handouts. These handouts include informative material and student activities (check lists, pretests, questions for guidance). The 14 topics are as follows: orientation to the food service industry; safety; sanitation; culinary terms; weights, measures, and recipes; equipment; nutrition; menu and meal planning; customer service; principles of cookery; management--leader effectiveness; management--food service controls; management--purchasing, receiving, storage; and management--sales and public relations. Appendixes list sources of additional teaching materials and are a reference for trade journals, professional organizations, texts, and addresses. (YLB)

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Food Service Curriculum

for High School Grades 11 & 12

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FOODSERVICES CURRICULUM GUIDE GRADES 11 & 12

PREPARED BY

MANCHESTER COMMUNITY COLLEGE
60 BIDWELL STREET
MANCHESTER, CONNECTICUT
06040

PREPARED FOR
CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
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Comments, suggestions and contributions arrived from two other groups in the state. The Connecticut State Food Service Advisory Council gave us a great industry perspective and direction. The advisory board for the project also contributed valuable comments. Members of the advisory committee included: Michael Robinson, Dan Palmquist, Lucy Dembeck, Tom Sentino, and Lorraine French.

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Jayne Bartkowski
Project Director
Instructor
Hotel and Food Service Management

USE OF THE CURRICULUM GUIDE

The purpose of occupational foodservice programs is to provide an environment in which high school students can learn marketable foodservice skills. These skills include understanding and applying facts and information, preparing and serving food, utilizing educational space and facilities comparable to those in the foodservice industry, applying basic skills through hands-on experiences, and developing appropriate employability skills.

Foodservice programs in Connecticut are offered either as a one-year double period per day course or a two-year program where the second year is either a double period per day, or cooperative work experience placement. In addition, all programs must have a serving area for paying guests; simulate commercial food establishments; consider the recommendations of advisory committees and comply with local, state and federal regulations.

This curriculum guide is designed to provide a comprehensive educational base for foodservice programs. In a one-year program instructors will have to be selective as they choose the topics to be included in the base curriculum. Instructors of two year programs will be able to include more of the curriculum. In both programs the key is to offer the students basic hands-on experience founded on a theoretical base that is transferable to employment in the foodservice industry. The instructor is responsible for selecting the learning experiences which best fit the needs and interests of the students, the facility and equipment available, and the employment opportunities in the foodservice industry.

Teachers are encouraged to provide students with the experience of running a school-based restaurant and of selling products for profit. Even where such hands-on learning experiences are not specified in the curriculum the instructor should ensure that opportunities for hands-on activities are included in the program.

The Guide is divided into fourteen curriculum topics. Each topic area includes student competencies, content, and learning experiences. The Project Staff used materials from the Curriculum Library at St. Joseph College in West Hartford and other sources. The Food Services Curriculum from Texas Tech University (1973) and Performance Based Foodservice Curriculum from Greenville S.C. (1983) were especially helpful.

In most cases several content listings are provided for each competency. In the interest of space, only major topics were listed. Much of the material has been extrapolated from the following texts: Professional Cooking (Gisslen 1983), Applied Food Service Sanitation (NIFI 1985) and The Professional Host (CBI 1981).

Learning experiences have been listed at the end of each competency and content section. Teachers are to select the learning experience which relates to the competency or competencies being taught. Additional learning experiences may be added.

The curriculum topic section includes teacher materials such as filmstrips, films, computer applications, pamphlets and reproducible handouts. Some of the computer applications are management programs while others are programmed learning applications.

Appendices are provided as a source for additional teaching materials and a ready reference for trade journals, professional organizations, texts, and addresses.

Effective program planning for a foodservice course involves a clear understanding of exactly what must be learned in order for graduates of the foodservice program to be productive and contributing employees in the foodservice industry. Decisions on curriculum must be based upon employment needs, facility and equipment available, information gained from advisory committee, expertise of the teacher, and a clear understanding of steps to implement the curriculum.

Many competencies in the curriculum guide give students the opportunity to apply math, science and/or English concepts to actual situations. In designing a course, it may be possible to offer math, science and/or English credits. Follow local or regional school district guidelines and procedures when offering cross credits.

HERO ORGANIZATION
HOME ECONOMICS RELATED OCCUPATIONS

HERO is an integral part of food service classes in the senior high schools. Active membership is for all students who are enrolled in home economics related occupations courses, "foodservice".

The goal of the organization is: "To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement." Membership in a HERO chapter gives students in food service ways of learning skills through involvement in chapter skills and activities, through planning and participating in projects, heading committees, serving as an officer or a chapter representative. Meetings at the regional, state and national level provide additional leadership training and seminars for the students.

The Carl Perkins Vocational Education Act of (P.L. 98-524) defines a vocational student organization as an integral part of vocational instructional program. Student organizations have a vital role to play in preparing students for the role of wage earner and family members. Advantages of offering HERO as a part of the class are:

-Chapter activities are related to class curriculum

-Communication between students and teacher is enhanced

-Students have the opportunity to be responsible for developing HERO projects

-Classes are leadership student centered

-Members learn, develop, and share leadership roles

The focus of a local or a school chapter in the HERO organization is to:

- Provide leadership opportunities (in class, statewide)
- Participate in the election of officers
- Sponsor workshops in food service
- Participate in student-parent activities
- Participate in fund raisers and social events
- Plan and organize projects and activities
- Conduct hands-on workshops
- Community involvement in service projects and public relations
- Attend workshops and seminars on issues and topics in foodservice

Participate in proficiency/competition events in Food Service (statewide and nationally)

- Cake Decorating
- Dining Room Service
- HERO Jeopardy Team
- Garde Manger
- Job Application and Interview
- Gourmet Grill and Sandwich
- Chapter Activity Manual

For information on forming a chapter contact:

The Connecticut Department of Education
Division of Vocational Technical and Adult Education
FHA/HERO Advisor

1. ORIENTATION TO THE FOOD SERVICE INDUSTRY

Employment and components of the food service industry

COMPETENCY	CONTENT
1.1 Introduction to the Food Service Program	
Know the philosophy of the food service program	6 goals and objectives of the program Reasons for enrolling in the program opportunities upon completion of the program
Understands format of a food service program	Rules and regulations applicable to the food service program The objectives of the food service program The course procedures for the year
1.2 Types of Food Service Establishments	
Determine types of food service establishments	The types of food service establishments (snack bars, restaurants, hotels, vending, cafeteria, catering establishments) The characteristics of each type of food establishment The qualities of each type of food establishment
1.3 Jobs Available in the Food Service Industry	
Determine jobs available in the food service industry	The wide variety of jobs available Duties and requirements specific to each job description Skills necessary for occupations in the food service industry

1. ORIENTATION TO THE FOOD SERVICE INDUSTRY

Employment and components of the food service industry

COMPETENCY	CONTENT
1.4 Personal Traits needed in the Industry	
Determine qualities necessary to hold jobs in the industry	Personal traits necessary to hold positions in food service
	Advantages and disadvantages of different jobs in the industry
1.5 Career and Job Opportunities	
Research future trends in the food service industry	Growth and expansion of the trends of industry
	Future careers and job opportunities
Know job search methods to search for a job	Variety of jobs available
	Methods to seek employment
	Job application forms
	Techniques of job interviewing
Recognize the options of attending school or other training programs	Industry training programs as methods of placement and advancement
	School and college options pertaining to food service

LEARNING EXPERIENCES

Study the yellow pages in the phone directory to identify various types of food service establishments. Brainstorm to list other types that may not be listed.

Research to list the characteristics of one type of food service establishment.

Collect and study the "help wanted" ads in a newspaper to help identify the types of jobs available in the food service industry.

Brainstorm to list the duties of different types of food service employee.

Listen to a panel of food service employers from your area. The panel can discuss jobs available in the area and qualities they look for in employees.

Use checklists to rate yourself on personal qualities needed by food service employees. Use interest surveys to indicate preferences to different types of jobs.

List of advantages and disadvantages of food service jobs and careers.

Role play interview situations and video tape them.

Interview a food service employee to determine employment opportunities and qualities needed for jobs.

Outline duties of food service employees.

TEACHING MATERIALS

Media *

"Careers in Food Service", Prentice Hall Media

"Careers in Food Industry", Butterick Publications

"Where do I go from Here?", National Restaurant Association

Computer Applications

"Job Survival Series", MCE - Apple 2

"The Job and You", Aquarius Publishers Inc. - Apple 2

Pamphlets

Career series in foodservice, National Institute for the Foodservice Industry

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* most of the following materials are available in films, filmstrips or video

DUTIES OF FOOD SERVICE EMPLOYEES

Food Services Manager:

Supervises food preparation and service, employees, maintenance.
Orders equipment.
Checks on food cost.
Trains new employees.
Supervises kitchen.
Plans and writes menus.
Purchases supplies
Makes out work schedules.

Chef:

Develops new recipes.
Trains other food preparation workers.
Supervises product delivery.
Makes sure that all food served meets standards of establishment.

Second Cook:

Prepares stocks, soups, and related dishes.
Prepares boiled, stewed, braised, creamed, and special "a la carte" dishes.

Fry Cook:

Does deep-fat frying.
Prepares eggs, fritters, omelettes, pancakes, and all fried items.

Vegetable Cook:

Cleans all vegetables.
Does pre-preparation and preparation of all vegetables.

Cook's Helper:

Assists all cooks in preparing and serving food.

Salad Maker:

Prepares all salads (tossed, chef's, gelatin, etc.).
Makes sandwiches as orders come in.
Prepares fillings and dressings.

Baker:

Supervises production of all breads, rolls, muffins, as required by the menu.

Baker's Helper:

Assists baker in preparation of breads.

Dishwasher:

Keeps glasses, silverware, and plates clean.

Potwasher:

Cleans pots and pans.

Purchasing Agent:

Orders food.
Receives and inspects food.
Stores food.
Distributes food as needed.

Host or Hostess:

Supervises dining room before serving hours.
Welcomes and seats the guests.
Offers a pleasant good-bye as guests leave.
Supervises dining room during serving hours.
Handles guests' complaints.
Supervises closing of dining room.

Servers:

Helps to set up tables.
Takes the orders.
Assembles the orders.
Serves the meal.
Presents the guest with the check.
Performs closing duties.

Busperson:

Assists in setting up the tables.
Fills and refills water glasses and pitchers.
Removes all tableware after a meal.
Keeps side stands supplied with linen and silverware.
Replenishes supplies for coffee station.
Resets tables after each patron or group has left.
Performs light-housekeeping tasks.

Cashier:

Verifies cash on hand.
Sets up change banks.
Checks menu.
Receives payment from guest.
Proves cash.

TYPICAL
"BACK OF THE HOUSE" AND "FRONT OF THE HOUSE"
FOOD SERVICE JOBS

I. BACK OF THE HOUSE

1. Production Pre-Prep
   - Cook's Helper
   - Preparation Cook
   - Salad Maker
   - Kitchen Helper

2. Production Preparation
   - Caterer
   - Chef
   - Cook: First, grill, head, lunch, vegetable, etc.
   - Cook's helper
   - Curb Window Operator
   - Garnisher
   - Fountain Operator
   - Grill Operator
   - Pastry Helper
   - Salad Maker
   - Steam Table Operator

3. Sanitation/Maintenance

   - Dishwasher
   - Janitor
   - Kitchen stewards
   - Porter

4. Purchasing/Receiving/Storing/Inventory
   - Storeroom clerk

II. FRONT OF THE HOUSE

1. Hospitality
   - Doorman
   - Host/Hostess
   - Maitre'd

2. Customer Service
   - Cashier
   - Coffee Shop
   - Counter Person
   - Food Clerk
   - Salad Prep
   - servers

HOW DO YOU MEASURE UP?

	Very Good	Fair	Not so Good
PART I			
Appearance			
A. Clean Clothes			
B. Simplicity in dress			
C. Neat, well pressed clothes			
D. Clean shoes			
E. Simple jewelry			
F. No body odor			
G. Well kept nails			
H. Clean hands			
I. Clean hair - well groomed			
J. Clean teeth			
K. Close shave or conservative makeup			
L. Moderate use of fragrances			
PART II			
Conduct			
A. Manners and poise			
B. Courtesy			
C. Self-confidence			
D. Attitude			
E. Sincerity			
F. Cooperativeness			
G. Honesty			
H. Dependability			

PART III

Mental Characteristics

	Very Good	Fair	Not so Good
A. Concentration			
B. Persistence			
C. Keep record of correct names and addresses of former employers			
D. Accuracy of information on previous education and experience			
E. Correct information on persons giving references			

How Do You Rate?

Friendliness

Do you like to work with other people?
Do you like to listen to others?
Do you feel like helping other workers?
Is it easy to ask help from the people you work with?
Are you shy or self-conscious?
Do you say very little to your co-workers?
Are you pleasant but quiet when you are working?
Can you smile and be enthusiastic about your work?
Can you show people that you like them?
Do you have many friends at school or where you work?
Do you make an effort to compliment others?

Dependability

Do you tell the truth on the job, at home, and at school?
Are you always on time for a job?
Do you get all assigned work done on schedule?
Do you look for more to do when your work is done?
Do you notify the employer or teacher when you are late or unable to be on a job?
Do you see work that needs to be done without being told?

Thoughtfulness

Can you be calm when under pressure?
Can you keep from gossiping and blaming other people?
Do you try to understand the other person and his job?
Do you use good manners when talking and working with others?
Do you show appreciation to the boss and co-workers when they help you?
Do you avoid rude behavior such as interrupting conversations?

WORK ATTITUDES SCORE CARD

DIRECTIONS: Score the learner on the following attitudes and work behavior by circling the appropriate description either "yes" (+) or "no" (-). Indicate any comments to support the rating or recommendations.

	Circle (No)	Circle (Yes)	Comments/ Recommendations
Cooperative	-	+	
Courteous	-	+	
Loyal	-	+	
Tactful	-	+	
Self Disciplined	-	+	
Respectful	-	+	
Alert	-	+	
Motivated	-	+	
Responsible	-	+	
Trustworthy	-	+	
Dependable	-	+	
Cheerful	-	+	
Polite	-	+	
Interest	-	+	
Friendly	-	+	
Sympathetic	-	+	
Accepts changes	-	+	
Follows rules and regulations	-	+	
Does share of work	-	+	
Helps others, if needed	-	+	
Works regularly	-	+	
On time	-	+	
Shows pride in work	-	+	
Keeps promises	-	+	
Does not waste time	-	+	
Controls anger	-	+	
Accepts criticism	-	+	
Follows superior's directions	-	+	

28 Items total TOTAL (+'s) __________

Interpretation
28 - 100% - Competency Level 4
25 - 90% - Competency Level 3
22 - 80% - Competency Level 2
20 - 70% - Competency Level 1
17 - 60% - Competency Level 0

Student: ____________________________________

2. SAFETY

Utilize appropriate safety practices and emergency procedures

COMPETENCY	CONTENT
2.1 Cause and Prevention of Accidents	
Discuss the importance of safety in the commercial food service kitchen	The dangers that may exist in a commercial kitchen Statistics on the numbers of injuries per year in areas of the industry
Point out aspects of safety in a commercial kitchen	Factors which lead to unsafe conditions in a kitchen: wet floors, obstructed work aisles, poorly located equipment Methods to keep a food service facility free of hazardous conditions unsafe equipment unsafe materials
Identify aspects of safety standards for the food service worker	Unsafe actions occurring in a commercial food service kitchen improper use of equipment failure to follow instructions failure to control emotions Ways to maintain high standards of safety among workers when performing food service tasks and jobs
Identify accident prevention procedures	Safety precautions that should be observed Ways to eliminate accident hazards A safe manner of dress for a food service establishment Use a safety checklist and compare for compliance in a facility

2. SAFETY

Utilize appropriate safety practices and emergency procedures

COMPETENCY	CONTENT
2.2 Types of Accidents Common to the Industry	
Cite typical accidents and and injury in the industry	Common location of accidents in the industry
	Common types of accidents in the industry falls, cuts, burns, strains
List specific rules of accident prevention	Rules for accident prevention
2.3 Fires: Types, Causes, Prevention	
Determine causes of fire in food establishments	Common areas where kitchen fires occur
	Statistics related to common fires
	Relation of elements of fire and the commercial kitchen heat, oxygen combustible material in a kitchen
Classify different types of fires	Types of fires: wood or paper, oil, electrical
Identify the methods of handling each type of fire	Types of fire extinguishers and uses for each type: CO2, chemical, water
	Correct use of the extinguisher
	Fire drill procedure for your facility
	Use of specialty fire equipment hood extinguishers, built in systems
	Use of the fire blanket

2. SAFETY

Utilize appropriate safety practices and emergency procedures

COMPETENCY	CONTENT
2.4 Emergency Procedures	
Identify potential emergency situations	Types of injury common to the industry
Describe appropriate procedures in emergency situations	Steps in first aid to treat minor injuries cuts, burns, falls, strains Red Cross approved technique for the treatment of a choking victim Use of an emergency first aid kit
Outline procedures to follow after using first aid	Victim should be treated professionally after administration of first aid
Complete an accident form	Accident reports procedures
2.5 Occupational Safety and Health Act	
Be aware of the Occupational Safety and Health Act (OSHA)	Employee rights and responsibility according to OSHA Importance of OSHA to the worker

2.SAFETY

Utilize appropriate safety practices
and emergency procedures

LEARNING EXPERIENCES

View filmstrips illustrating safe versus unsafe practices in kitchens.

Brainstorm to list conditions leading to accidents.

View a demonstration on the proper way to lift heavy items.

Give reasons for safety rules that are specific to your facility.

Develop a check sheet of questions to aid in the prevention of accidents.

Complete the personal checklist for safety.(page 19)

Work in groups to identify safety hazards and depict them in cartoons. (examples of safety hazards cartoons page 17)

View a demonstration on the use of fire extinguishers and different types of fires.

Observe the school nurse do a demonstration on the red cross choking maneuver and basic first aid.

Examine a first aid kit. Note the use of each item in the kit. Note the location of the kit in your facility.

Tour your food service laboratory. Spot and list any unsafe conditions or safety violations.

Fill out checklists to help evaluate the safety level in your facility. (see handout identifying an unsafe.page 20-21)

Listen to a speaker from the state speak on OSHA regulations and rules relevant to food service.

2. SAFETY

Utilize appropriate safety practices
and emergency procedures

TEACHING MATERIALS

Media *

"Safety and Sanitation in Handling Foods"
"Sanitation in Foods", Franklin Clay Films

"Sanitation and Safety", Prentice Hall Media

"Kitchen Fires Prevention and Control"
"Avoiding Burns in the Kitchen"
"Avoiding Falls in the Kitchen"
"Using Kitchen Knives Safely and Efficiently", National Educational Media

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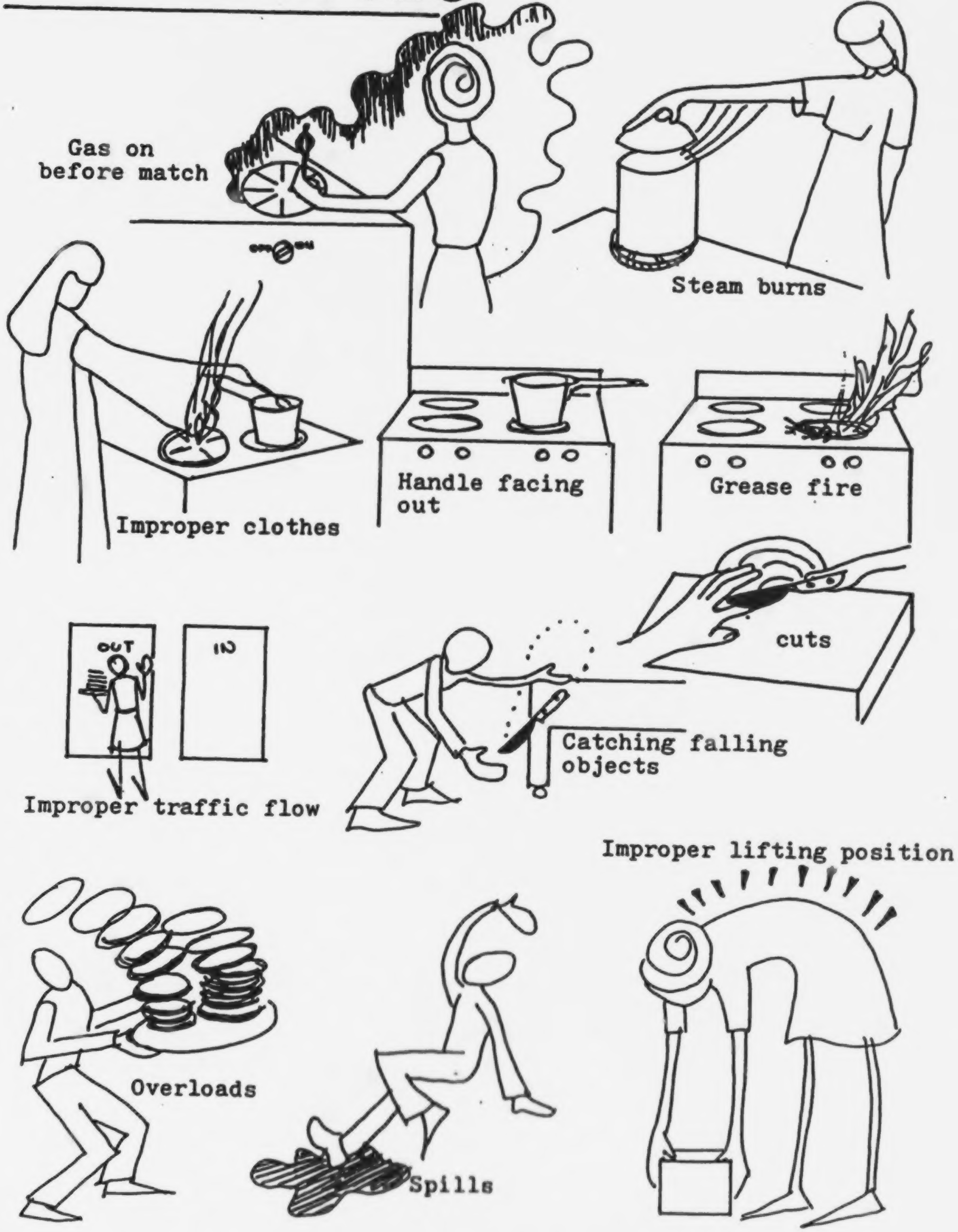
* most of the following materials are available in films, filmstrips or video

SAFETY HAZARDS



Food Service Curriculum
Texas Tech University 1973

SAFETY PRACTICES IN USING CUTLERY

Proper use and care of knives is an important factor in keeping knives in good condition. Following are some guidelines[1] for using knives.

1. Use the correct knife for a particular job.
2. Use a cutting board whenever possible.
3. Always wash and wipe a knife from the back of the blade, being sure that the fingers do not extend to the cutting edge. Do not wash a knife in the dishwasher as it dulls the blade.
4. Do not put a knife down into water where it is not easily seen.
5. When carrying a knife, hold it with the point downward.
6. Never hold a knife by the blade.
7. Do not use a knife as a lever to pry jar lids off, open boxes, or for other similar purposes.
8. Do not use a knife for cutting paper and string or for sharpening pencils.
9. A sharp knife is safer than a dull knife if it is used effectively and carefully.
10. Knives stored in racks or in slots in drawers can be picked up more safely than those which are thrown into a drawer.
11. Do not use a knife to turn food, such as hamburger patties, steaks, pork chops, or pancakes, since heat will damage the blade.

---

[1] U.S. Department of Agriculture, Training Course Outline on Use and Care of Equipment. Washington, D.C.: U.S. Government Printing Office. 1960, pp. 132.

PERSONAL CHECKLIST FOR SAFETY

DIRECTIONS: Check in the "No" or "Yes" blank besides each statement the practice you currently use in the lab (kitchen). Afterwards go back and circle the numbers of the statements which are examples of safety practices which you should follow.

No	Yes		DO YOU:
		1.	Cut away from the body when using a knife.
		2.	Attempt to catch a falling knife.
		3.	Leave knives in the sink.
		4.	Socialize while operating equipment.
		5.	Know how to operate all equipment.
		6.	Leave equipment while it is running.
		7.	Keep hands out of the mixing bowl.
		8.	Keep handles of cooking utensils turned away from the aisle (outside of stove).
		9.	Report defective equipment.
		10.	Avoid water when working around electrical appliances.
		11.	Overload trays or stack them improperly.
		12.	Place trays of dishes near the edge of the counter.
		13.	Carry hot pans with a dry pot holder.
		14.	Pick up broken dishes with fingers.
		15.	Store cleaning cloths in a fire proof container.
		16.	Make all room/table decorations fire proof.
		17.	Remove electrical plugs by the plug and not by pulling the cord.
		18.	Keep floors clean of spills.
		19.	Keep the work area clean.
		20.	Look where you are going and at what you are doing.

Student: ______________________________

IDENTIFYING AN UNSAFE LAB

DIRECTIONS: Use the suggestions below to identify unsafe situations in the laboratory.

	Yes	No
SINK		
- knife in water with other items	( )	( )
- marking on faucets covered	( )	( )
RANGE		
- handles turned toward aisles	( )	( )
- handles turned toward other heating units	( )	( )
- cloth near or touching burning unit	( )	( )
CABINETS		
- cabinet door ajar in aisle	( )	( )
- chair below cabinet where high items are stored	( )	( )
- shelf overstocked with items	( )	( )
AISLES		
- low rolling dolly in passageway	( )	( )
- spill on floor	( )	( )
- broom handle protruding	( )	( )
- cord extending out where it can be stepped on	( )	( )
COUNTERTOP		
- knife on counter	( )	( )
- broken item on top	( )	( )
- breakable items placed near edge	( )	( )
FLOORS		
- debris on floor	( )	( )
- spill on floor	( )	( )
- mop and bucket out for mopping, but area not blocked (warning sign)	( )	( )
ELECTRICAL CONNECTION		
- several small appliances and a multiple near an outlet (Don't use multiple plug in outlet)	( )	( )
- worn cord near outlet (Don't plug in outlet)	( )	( )
- electrical panel left open	( )	( )

Performance Based Food Service Curriculum
Greenville South Carolina 1983

CHEMICALS

- cleaning solutions stored near food items ( ) ( )
- pesticide containers left open ( ) ( )

DOORWAYS

- objects in passageway ( ) ( )
- one door locked ( ) ( )

SAFETY AND SANITATION SIGNS

- covered by some obstruction ( ) ( )
- too small to read even at short distances ( ) ( )

OTHER:

____ ( ) ( )
____ ( ) ( )
____ ( ) ( )

Student identifying unsafe condition: ______________________________
Name

Date: ____________________

This form might be used as a checklist for training or made available in the training lab for students to identify unsafe situations for additional credit.

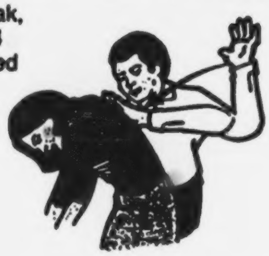
ADULT

CONSCIOUS VICTIM

If the victim can speak, cough or breathe, do not interfere.

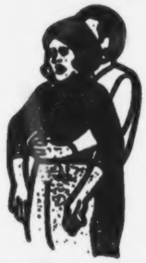
BACK BLOWS*

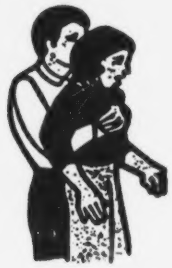
If the victim cannot speak, cough or breathe, give 4 quick back blows followed by manual thrusts.



MANUAL THRUSTS*

4 inward and upward abdominal thrusts. OR 4 backward chest thrusts.

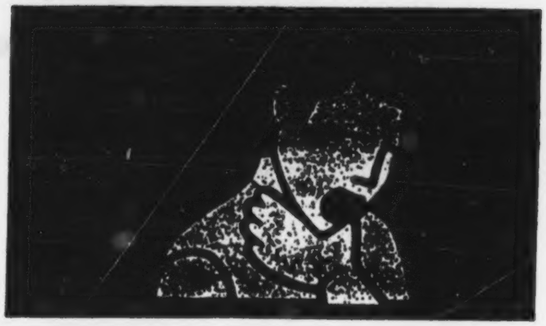




- Repeat above sequence.
- Be persistent.
- Continue uninterrupted until the obstruction is relieved or advanced life support is available. In either case, the victim should be examined by a physician as soon as possible.

First Aid for Choking

American Heart Association



Choking can cause unconsciousness and cardiopulmonary arrest. Other conditions which may cause unconsciousness and airway obstruction include: stroke, epilepsy, head injury, alcoholic intoxication, drug overdose, diabetes, heart arrest. These conditions are managed differently than choking on food or other foreign bodies.

Foreign body airway obstruction accounts for about 3,000 deaths each year. The need for proper recognition and management of choking is of key importance for safety in homes, restaurants and other public places.

Prevention is *No* Accident

Infants and Children

- Keep marbles, beads, thumbtacks and other small objects out of their reach and restrict them from walking, running or playing with food or toys in their mouths.

Adults

- Cut food into small pieces.
- Chew food slowly and thoroughly, especially if wearing dentures.
- Avoid laughing and talking during chewing and swallowing.
- Avoid excessive intake of alcohol before and during meals.

3. SANITATION

Sanitation in relation to quality food production and service

COMPETENCY	CONTENT
3.1 Legal Aspects of Sanitation	
State the need for sanitation in the food service industry	Areas in food service where sanitation is important Reasons and causes for food borne illness
Explain the importance of using good sanitation practices	Examples of good sanitation All food service personnel have the responsibility of practicing good sanitation at all times
Be aware of state and local regulations that are set to maintain standards of health	Procedures to be followed in food service facilities State and local health department regulations
Identify procedures used to enforce local health standards	Sample health inspection reports Food service area for compliance to inspection report Degree of sanitation in food service facilities
Recognize sanitation regulations and how they affect the industry	Consequences of negligence in health laws Desirable sanitation practices in all areas of laboratory work

3. SANITATION

Sanitation in relation to quality food production and service

COMPETENCY	CONTENT
3.2 Personal Sanitation	
Define personal sanitation	Basic principles of hygiene and application to health and the industry Importance of personal hygiene
State the importance of personal appearance	Affect of personal appearance on work situations
Identify good grooming habits	Areas of good grooming Checklist of personal grooming habits
Identify the main components of personal sanitation	Good grooming, good health habits, and modes of bacteria transmission
Determine sanitary rules of handling food to prevent disease or contamination	Ways in which bacteria are transferred; sneezes, coughs, sores, smoking, hands Ways to minimize food worker spread of bacteria Rules of food handling to prevent disease, and food contamination
Apply correct procedures for handwashing	Correct procedure for hand washing Proper hand washing in relation to minimal bacterial spread
Maintain acceptable standards for personal hygiene	Personal sanitary procedures in the laboratory Positive attitude toward good personal hygiene habits in the laboratory

3. SANITATION

Sanitation in relation to quality food production and service

COMPETENCY	CONTENT
3.3 Sanitation and Food Preparation	
Explain the importance of sanitary food handling	Dangerous aspects of food borne illness
	Legal aspects of transmitting a food borne disease
	Personal experience with contaminated food in establishments
Outline procedures for sanitary and safe food handling	Procedures to be observed in food service facilities to insure the safe handling of food
Identify the basic rules for control of micro organisms	Experiments in bacteria growth to demonstrate how quickly bacteria may grow from coughs, dirty hands, dirty equipment
	Basic principles of microbiology
	Food borne diseases and their typical causes (page 44-45)
	Preventative sanitation methods to eliminate food borne illness
Identify proper food storage procedures	Proper methods of storing food to prevent contamination and bacteria growth,(Danger zone for bacterial growth 45 to 140 degrees)
	Procedures for storage of dry, frozen, and refrigerated goods
	Health laws that apply to the storage of food
Identify proper food holding procedures	Procedures to hold foods safely for service
Apply sanitary food handling, preparation, and storage procedures	Rules of safe food handling in the laboratory environment

Sanitation in relation to quality food production and service

COMPETENCY	CONTENT
3.4 Sanitation of Physical Facilities	
Explain the necessity of clean physical facilities	Patrons reactions to unclean physical facilities Relationship of clean facilities to health inspection reports
Describe sanitary standard for clean physical facilities	Use of housekeeping and sanitation equipment in quality cleaning Areas in the facility to be cleaned on a regular basis: walls, floor. Appropriate floor care standards of a food service establishment
Describe appropriate standards for sanitary maintenance of furnishings	Steps in cleaning furniture surfaces Types of cleaning solutions and uses Cleaning required before new patrons are seated
Indicate procedures for cleaning specific surfaces	Different types of surfaces to be cleaned Specific cleaning agents to use for each cleaning task Steps in cleaning specific surfaces in a food service establishment
Be familiar with cleaning schedules and their importance	Cleaning charts and relationship to job responsibility Various cleaning jobs and those responsible for doing them

3. SANITATION

Sanitation in relation to quality food production and service

COMPETENCY	CONTENT
Outline the major types of restaurant pests	Types of pests bothersome to the restaurant industry Dangers pests present, Food borne illness that pests transmit
Indicate ways to control pest problems	Reasons that pests may be present in a food service facility Preventative sanitation methods to eliminate pests
3.5 Sanitation and Dishwashing	
Summarize why dishwashing contributes to sanitation	Effect of detergents on the growth of microorganisms Sanitizing agents in mechanical or hand washing to diminish growth of microorganisms Relationship between the growth of microorganisms and the temperature of the rinse water
Outline the necessary steps prior to dishwashing	Types and use of detergents and sanitizers Procedures of scraping and disposing of garbage Prewashing procedures Rules and use of the disposal Advantages and disadvantages to both methods of dishwashing
Identify the steps in the manual dishwashing procedure	Methods of manual dishwashing Importance of the three sink method and sanitizing rinse agents

3. SANITATION

Sanitation in relation to quality
food production and service

COMPETENCY	CONTENT
Identify the steps in the mechanical dishwashing procedure	Operation of a dish machine
	Different styles of commercial dish machines
	Proper temperatures in dishwashing Wash 140 to 160 degrees Rinse 180 degrees
	Steps of mechanical dishwashing
	Proper methods of cleaning the dishwasher
	Proper dish racking procedure
	Dishwasher operation
Explain methods of drying dishes	Methods of drying dishes
	Reasons behind dish drying procedures
Identify procedures to wash and handle tableware	Methods to transport clean dishware and silverware
	Correct handling of clean dishware and silverware
Describe how to store dish and glassware properly	Proper storage procedures for clean goods (covered, upside down, in a cupboard)
	Improper storage and the relationship to sanitation
Complete an inspection of the food service facility	

Sanitation in relation to quality food production and service

LEARNING EXPERIENCES

Collect newspaper articles about food-borne illness and the causes. Discuss what types of improper sanitation may have caused these problems.

View films on good grooming and hygiene.

View a demonstration on proper methods of handwashing.

Prepare posters on proper handwashing and post over the sinks.

Prepare poster showing the proper methods of dishwashing. (page 32-34)

Complete a checklist on personal grooming. (page 35)

Discuss personal experiences with foods that were contaminated by foreign objects. Describe how you reacted. How could the situation have been prevented?

Conduct an experiment on the growth of bacteria. Place specimens of various foods on slides or agar plates. Store one sample of each food properly, one improperly. Periodically check the sample under a microscope to observe the growth of bacteria. What do the results tell you about the proper storage of food and the growth of bacteria? Discuss conditions affecting the growth of bacteria.

Experiment with bacteria taken from various sources. Take cultures from some of the following: cough, sneeze, dirty hands, can opener, dirty floor, hair, flies, or other pests. Can you see the bacteria in each specimen?

Listen to a speaker talk about the relationship between bacteria and good health.

Practice proper sanitation procedures.

3. SANITATION

Sanitation in relation to quality food production and service

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LEARNING EXPERIENCES

Review an actual state health inspection report. Fill out the form for your own facility. (page 43)

Listen to a speaker from the state health department speak about laws and regulations in the food industry.

Have the health inspector in your town inspect your facility and present the results.

Complete a self inspection sheet for sanitary facilities. (page 38-42)

Brainstorm a list of rules for sanitary kitchen procedures.

Create a system for reporting health violations to the teacher.

Observe another class during preparation times: look for health and safety violations. Write a short essay on violations observed.

View films on food borne illness and pest control.

Create charts that depict types of food borne illness, causes, foods usually involved, and preventative procedures.

Do reports in groups on different types of food borne illness. Use the State of Connecticut publications on food borne illness as references.

Listen to a speaker from a professional restaurant pest control company. Have them discuss common pest problems and methods of prevention. Have them inspect for potential pest problems.

3. SANITATION

Sanitation in relation to
quality food production and service

TEACHING MATERIALS

Media *

"Food Sanitation ,Safety of Foods", AVI Publishing

"Sanitation and Hygiene Basic Rules"
"Good Hygiene and Grooming Practices"
"Sanitation: Why all the fuss?"
"Sanitation: Rodent and Insect Control", National Educational Media

"Protecting the Public Series"
"Flies, Filth and Food"
"The Freeloaders"
"The Unwanted Four"
"It Can Happen Here", Continental Film Production Corporation

Computer Application

"Food Poisoning, Sanitation and Preservation: Orange Juice Software Systems", Exar Communications - Apple 2, 2e, 2c

Pamphlets

State of Connecticut Department of Health
Pamphlets on food borne illness

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* most of the following materials are available in films, filmstrips or video

WASH HANDS

BEFORE:

Starting to work

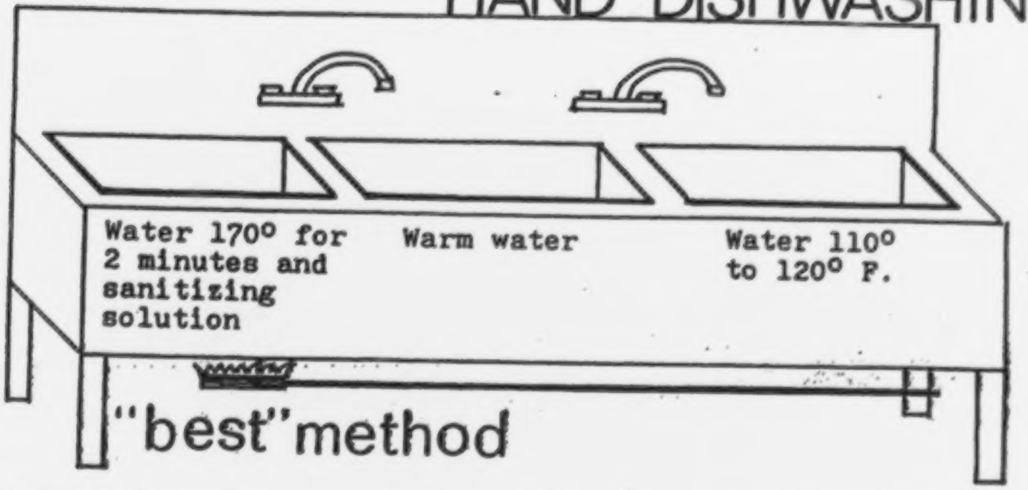
AFTER:

Visiting restroom

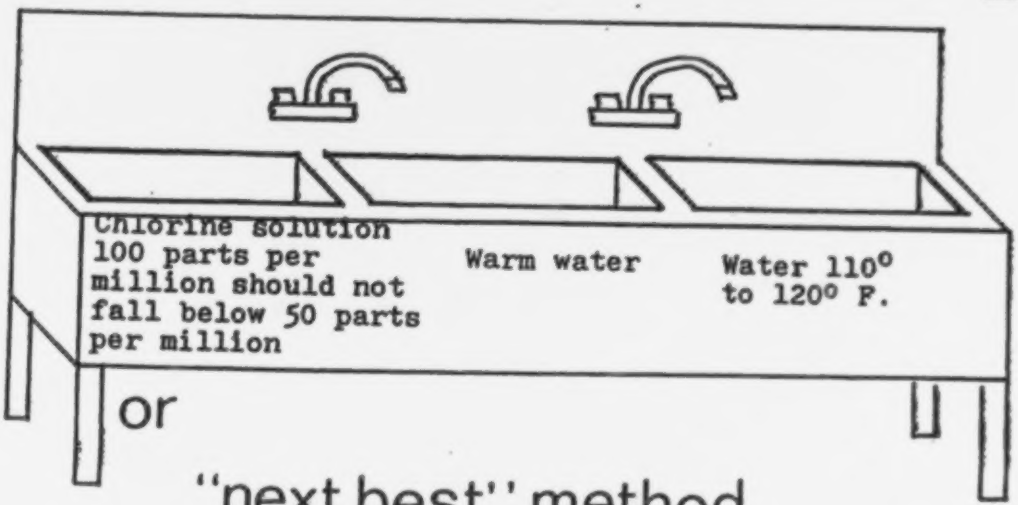
Coughing or sneezing
Blowing nose

Smoking

SINKS AND TEMPERATURES FOR HAND DISHWASHING

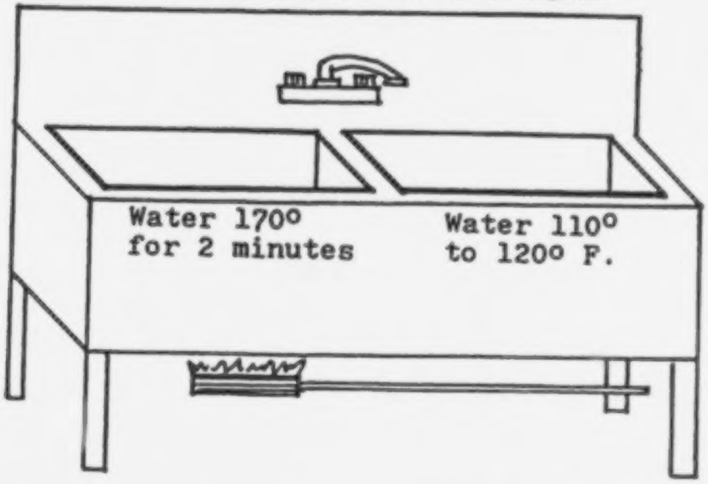


"best" method

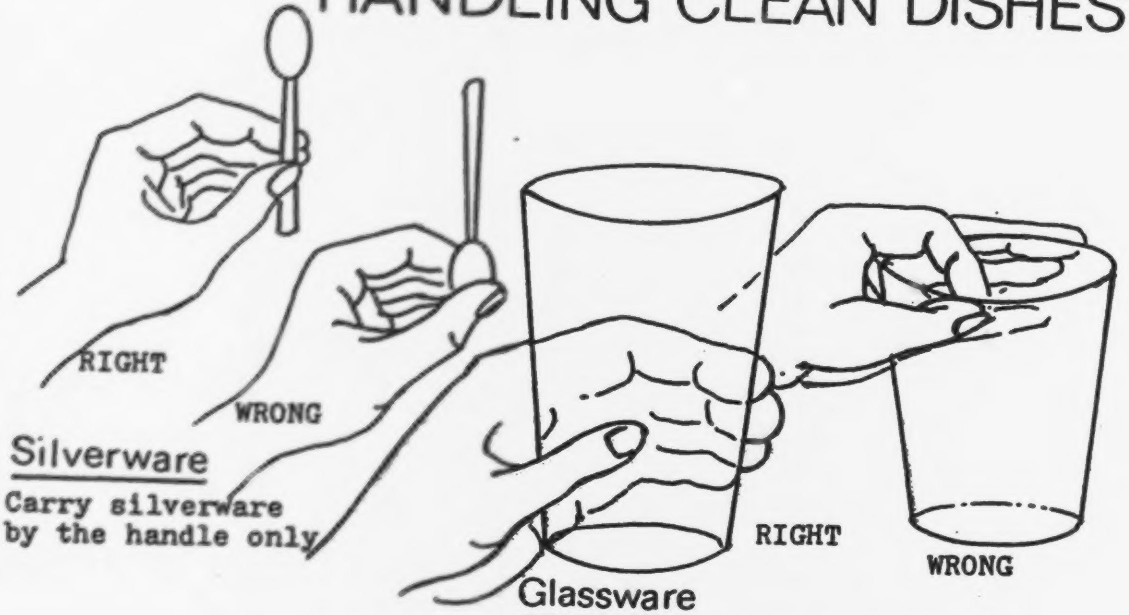


or

"next best" method



HANDLING CLEAN DISHES

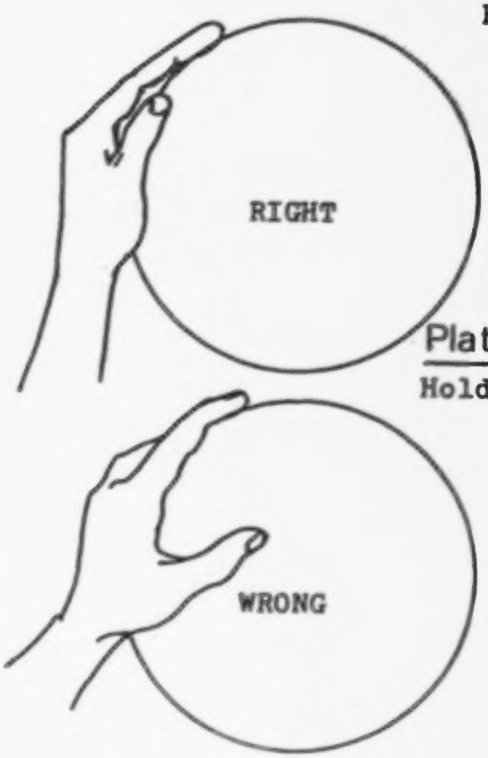


Silverware

Carry silverware by the handle only

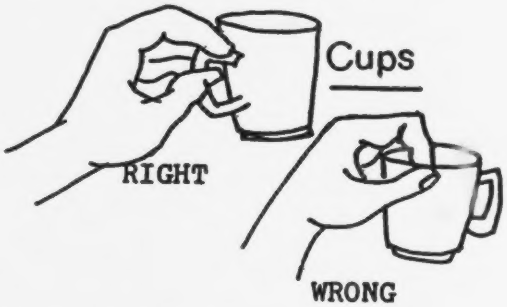
Glassware

Hold glasses at the base

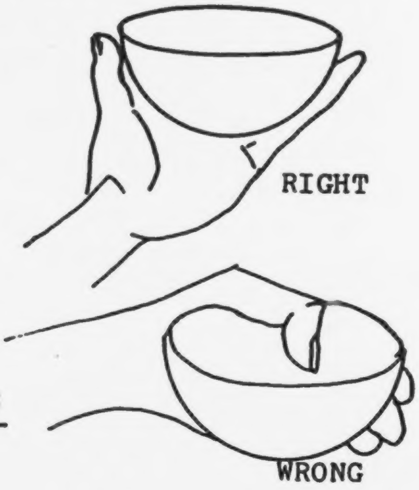


Plates

Hold plates by rim only



Cups



Bowls

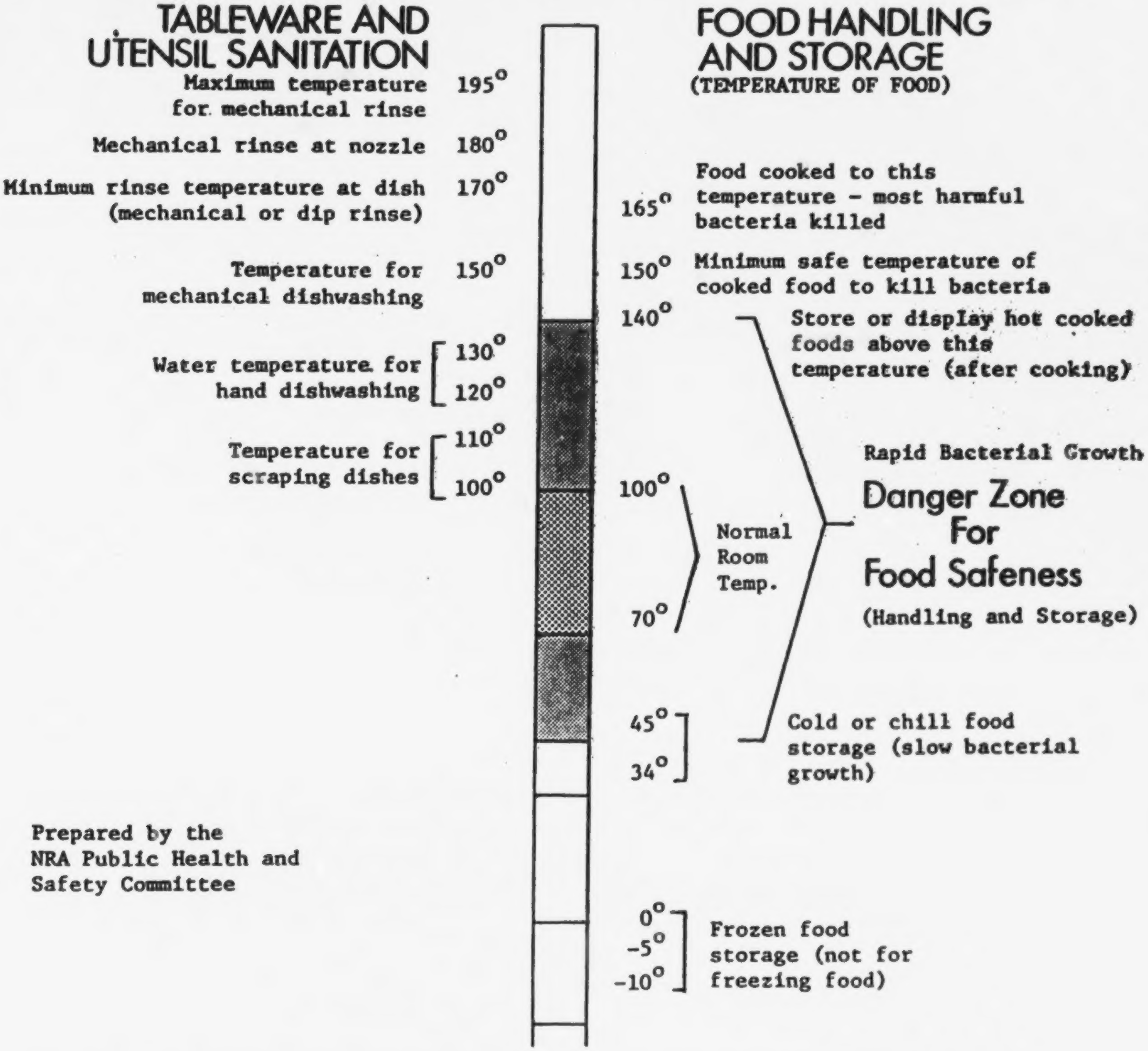
Food Service Curriculum
Texas Tech University 1973

PERSONAL GROOMING CHECKLIST

	UNSATISFACTORY	SATISFACTORY
1. HEAD		
(A) Hair cut (short for Food Service) Hair combed.		
(B) No dandruff.		
(C) Head, neck, and ears clean.		
(D) Hair not greasy.		
2. FACE		
(A) Clean shaven.		
(B) Clean teeth.		
(C) Clear, clean complexion.		
3. HANDS		
(A) Washed clean with soap and water.		
(B) Nails clean.		
(C) Nails trimmed fairly close.		
4. BODY ODOR		
(A) Fresh.		
(B) Don't use excessive perfumes.		
5. POSTURE		
(A) Stand erect.		
(B) Do not slouch at any time.		
(C) Head up and shoulders back.		
6. DRESS		
(A) Appropriate clothes, worn correctly.		
(B) Clothes clean.		
(C) Clothes fit properly.		
(D) Shoes shined.		

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, Alsip, IL: American Technical Publishers, p. 9-10, 1973.

TEMPERATURES FOR FOOD SAFENESS


TABLEWARE AND UTENSIL SANITATION
Maximum temperature for mechanical rinse 195°
Mechanical rinse at nozzle 180°
Minimum rinse temperature at dish (mechanical or dip rinse) 170°
Temperature for mechanical dishwashing 150°
Water temperature for hand dishwashing 130° 120°
Temperature for scraping dishes 110° 100°
FOOD HANDLING AND STORAGE
(TEMPERATURE OF FOOD)
165° Food cooked to this temperature - most harmful bacteria killed
150° Minimum safe temperature of cooked food to kill bacteria
140° Store or display hot cooked foods above this temperature (after cooking)
Rapid Bacterial Growth
100° 70° Normal Room Temp.
Danger Zone For Food Safeness
(Handling and Storage)
45° 34° Cold or chill food storage (slow bacterial growth)
0° -5° -10° Frozen food storage (not for freezing food)

Prepared by the
NRA Public Health and
Safety Committee

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Connecticut Nutrition Education and Training Program
Department of Nutritional Sciences, College of Agriculture and Natural Resources
University of Connecticut and State Department of Education Child Nutrition Programs

FACT SHEET FOR HANDLING FOOD SAFELY

Personal Hygiene

- You are the most important part of food preparation.

- Wash hands after coughing, sneezing, smoking, visiting the rest room and any activity other than food preparation.

- Wear a hairnet always and disposable gloves if you have cuts or sores on your hands.

- Arrange for a substitute to work if you're sick or even have a cold.

Work Procedures

- Make sure all equipment is clean before and after using it. Disinfect surfaces after contact with raw eggs, fish, meat and poultry.

- Always handle food with a fork, tongs, or other tools when serving and do not touch eating and drinking surfaces of dishes, glasses and silverware.

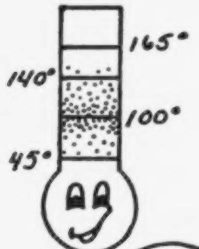
- Clean tops of cans before opening them and every day clean the can opener thoroughly.

- Keep food covered.

- Serve foods containing egg, milk or mayonnaise the day they are prepared. Keep refrigerated until serving time.

- Be sure to wash all vegetables thoroughly that you serve raw (lettuce, celery, carrots, etc.).

CLEAN!
DON'T TOUCH ME HERE!
DON'T USE ME- I'M CHIPPED!



KEEP ME COVERED!

CNETP

When In Doubt-Throw It Out

- You can't tell if a food is safe by looking at it, smelling it, or tasting it. Bacteria can grow between 45° F. and 140° F., peaking around 100° so:

* Cook foods thoroughly to an internal temperature of 165° F.

* Keep hot foods at temperatures above 140° F. and cold foods below 45° F.

* Do not let cooked foods cool first at room temperature - refrigerate immediately in shallow pans.

SANITATION CHECKLIST
(Self-Inspection)

Inspector's name________________________ Date__________________

Purpose of the sanitary inspection:

1. To make positive corrections where necessary on accurate information.

2. To maintain record with regard to levels of sanitation achieved.

Instructions for completing the inspection:

1. At least once a week the food operator should conduct an inspection to evaluate the conditions within the operation.

2. All facilities should be graded on the following:

   a. Personnel practices, housekeeping (environmental sanitation), food storage, handling and protection, garbage disposal, rodent and insect control, safety, and warewashing.

   b. Indicate in the parentheses ( ) at the end of each item the rating letter. For any item marked C, P, or H, indicate on a plain sheet of paper the exact problem. State group letter and number (A-1, B-1, etc.) of the deficient item and describe the violation in detail. If more space is needed for comments, use additional sheet of paper.

Rating Scale:

C - Critical violation: These violations (either food or environmental) may cause or constitute a danger to public health. They will also cause regulatory agency criticism and possible product seizure. They require immediate attention and correction. Highlight and comment on all critical violations. For details of critical violations refer to text.

P - Potential violation: These violations will lead to critical violations if not corrected in a reasonable period of time. Potential violations require a brief comment.

H - Housekeeping environmental sanitation violation: These violations involve housekeeping discrepancies and must be corrected to upgrade the housekeeping level so they will not effect the food quality.

N - No violation: Compliance to good sanitation practices.

A. Personal Practices

1. Are hands and fingernails clean?
2. Are uniforms clean?
3. Is hair clean and properly restrained (hairnet/hat)?
4. Are all males clean shaven?
5. Are leather shoes worn (no sneakers, or sandals, etc.)?
6. Are individuals with communicable diseases or infected wounds restricted from food preparation?
7. Are open cuts and wounds properly covered?
8. Are hand-washing facilities provided with cleaning agents and towels?
9. Is there evidence of nonrelated food preparation: eating and drinking (soda, candy, and coffee)?
10. Is there evidence of ornamental jewelry (except for plain bands) and nail polish worn?
11. Are cloth side towels used only for hot pots and not handling food or for cleaning?
12. Is there evidence of smoking?

B. Housekeeping (Environmmental Sanitation)

1. Are ovens clean and lacking excessive buildup?
2. Are cutting boards clean to sight and touch and lacking excessive cuts?
3. Is cooking equipment clean?
4. Are nonfood contact surfaces clean?
5. Are window ledges, tops of shelves, drip pans in meat room, legs and shelves of tables clean?
6. Are food contact utensils clean?
7. Are other food contact surfaces clean (benches, tables, refrigerators, sinks, and meat hooks)?
8. Are walls, floors (including base of walls), and ceilings (including overhead fixtures) clean?
9. Are storage areas clean and orderly?
10. Is the pot and pan sink set up properly (wash, rinse, sanitize with sanitizer added)?
11. Are pots and pans properly drained and air dried prior to storage?
12. Are mops, brooms, scrapers, dust pans, and other cleaning material clean when not in use?
13. Is cleaning done properly to include sanitizing surface?
14. Are all drawers and cabinets clean and free from accumulation?

C. Food Storage and Protection

1. Are all foods inspected when received and before use for spoilage, infestation, dirt, and proper wrapping?
2. Is refrigeration provided with accurate thermometers (calibrated 2 degrees)?

3. Are potentially hazardous foods below 45°F above 145°F?
4. Is food washed before use in a two-compartment sink.
5. Are fresh meats wrapped loosely to allow air circulation?
6. Are leftover foods covered and stored on shelves in refrigerator to allow air circulation?
7. Are foods defrosted in proper manner (cold running water or refrigerator)?
8. Are raw foods stored below and separately from cooked foods?
9. Are milk, meats, and leftovers stored in the coldest part of the regrigerator (in the rear)?
10. Are chemical materials (detergents, etc.) properly identified and stored away from edible foods?
11. Are all foods stored off the floor and protected from all forms of contamination?
12. Are cooked foods such as gravies, stocks, meats, stews, and custard fillings stored and cooled in shallow containers quickly and then placed in the refrigerator?
13. Are perishable foods placed promptly in refrigerator (when not in use or after preparation)?
14. Are foods used on "first-in, first-out" basis.
15. Are cutting boards washed and sanitized between preparation of various foods (i.e., raw and cooked)?
16. Is floor swept while food is exposed?
17. Is food tasted with fingers?
18. Are large pots or boxes with food placed from floor onto food contact surface?
19. Are foods once served not reserved?

D. Garbage Disposal

1. Are plastic liners used in all garbage containers?
2. Does the facility have two refuse containers (one for paper, cardboard materials and the other for food scrapes)?
3. Are garbage receptacles clean after eliminating garbage and free of objectionalbe odors?
4. Is there an abundance of refuse because of infrequent removal?

E. Construction and Design

1. Is food contact equipment (including utensils) properly designed, constructed, and in good repair?
2. Is equipment properly installed and spaced (for ease of cleaning)?
3. Is equipment constructed of material that is cleanable?
4. Are gaskets around refrigerator doors in good repair?

F. Plumbing, Water, and Ventilation

1. Are floor drains clean and open?
2. Are overhead pipes free from leakage and condensation and properly insulated?

3. Is hot and cold running water provided in all sinks?
4. Are all sinks draining properly?
5. Is ventilation system in good working order (i.e., removes odors, smoke, and vapors)?
6. Is ice from approved source?
7. Are ice and ice utensils properly handled and stored?
8. Is there evidence of back siphonage, back flow?

G. Rodent and Insect Control

1. Are there any signs of rodents (pellets, gnaw marks, smears) in or around facility? Note and comment.
2. Any harborage areas giving rodents a place to nest and hide?
3. Are flying or crawling insects noted; if so, where?
4. Are windows screened against entrance of flies and rodents?
5. Are outside facilities free of weeds and debris?

H. Warewashing

1. Is equipment functioning? (If anything is wrong, report it immediately.)
2. Is hot water sufficient for washing (150^{o}) and maintained throughout?
3. Are detergent dispenser and rinse dry bottle kept full?
4. Is rinse temperature maintained at a 170^{0} minimum throughout?
5. Are all components of machine clean and in good working order?
   - jets and nozzles
   - conveyor
   - detergent and rinse dispensers
   - concentration meter

6. Are other parts of machine set up properly and clean?
   - curtains
   - scrap trays
   - tanks
   - superstructure
7. Is equipment used with machine clean?
   - carts
   - racks
   - sorting table
   - brushes
   - scrapers
8. Are wares prescraped and prerinsed?
9. Are the same people handling clean and dirty wares?
10. Are clean wares not touched on food or mouth contact areas?
11. Are all parts of the machine delimed when necessary?
12. Are wares stored in a sanitary manner?

I. Safety

1. *Are there sufficient exits and are they free for passage?*
2. Are floor areas kept dry during food preparation?
3. Are safety posters used to enforce safety standards?
4. Are all slicing machines and other equipment provided with safety guards?
5. Are fire extinguishers provided?
6. Is there evidence of frayed electrical wiring on equipment?
7. Are extinguishers unobstructed from view?
8. Are extinguishers marked for specific classes of fires?
9. Are dry towels used for lifting hot pots?
10. Are the automatic sprinkler systems free of grease and dirt so that they can operate efficiently?
11. Are all aisles clear for passage?
12. Are pilot lights burning and in good repair?
13. Do all employees use equipment in a safe manner?
14. Do employees carry knives with point down?
15. Are knives and other tools stored in a safe manner?
16. Are employees utilizing their legs instead of backs when lifting?
17. Is management informed when accidents occur?
18. Is there sufficient lighting to see work being accomplished?

FOOD SERVICE ESTABLISHMENTS

EHS-106 REV. 12/7'

DEPARTMENT OF HEALTH

TOWN

DATE OF INSPECTION

☐ QUARTERLY INSPECTION ☐ REINSPECTION

NAME OF ESTABLISHMENT

STREET ADDRESS

OWNER OR OPERATOR

Based on an inspection this day, the items marked below identify the violations in operation or facilities which must be corrected by the date specified below

2. SOURCES OF FOOD

1	Approved source, wholesome, non adulterated	4
2	Original container, properly labeled	1

3. FOOD PROTECTION

3	Potentially hazardous food meets temperature requirements during storage, preparation, display, service, & transportation	4
4	Adequate facilities to maintain product temperature, thermometers provided	2
5	Potentially hazardous food properly thawed	2
6	Unwrapped and potentially hazardous food not re-served	4
7	Food protected during storage, preparation, display, service, and transportation	2
8	Food containers stored off of the floor	1
9	Handling of food minimized	2
10	Food dispensing utensils properly stored	1
11	Toxic items properly stored, labeled, used	4

4. PERSONNEL

12	Personnel with infection restricted	4

5. CLEANLINESS OF PERSONNEL

13	Hand washing facilities provided	4
14	Clean outer clothes, effective hair restraints	1
15	Good hygienic practices, smoking restricted	2

6. EQUIPMENT AND UTENSILS: DESIGN, CONSTRUCTION AND INSTALLATION

16	Food contact surfaces: designed, constructed, maintained, installed, located	2
17	Non-food contact surfaces: designed, constructed, maintained, installed, located	1
18	Single service articles: storage, dispensing	1
19	No re-use of single service article	2
20	Dishwashing facilities: approved design, adequately constructed, maintained, installed, located	2

7. EQUIPMENT AND UTENSILS: CLEANLINESS

21	Preflushed, scraped, soaked and racked	1
22	Wash water clean, proper temperature	1
23	Accurate thermometers provided, dish baskets if used	1
24	Sanitization rinse (hot water — chemical)	2
25	Clean wiping cloths	1
26	Food contact surfaces of utensils and equipment clean	2
27	Non-food contact surfaces of equipment and utensils clean	1
28	Equipment/utensils, storage handling	1

8. WATER SUPPLY

29	Water source: adequate, safe	4
30	Hot and cold water under pressure, provided as required	2

9. SEWAGE DISPOSAL

31	Sewage disposal approved	4
32	Proper disposal of waste water	1

10. PLUMBING

33	Location, installation, maintenance	1
34	No cross connection, back siphonage, backflow	4

11. TOILET FACILITIES

35	Adequate, convenient, accessible, designed, installed	4
36	Toilet rooms enclosed with self-closing door	1
37	Proper fixtures provided, good repair, clean	1

12. HANDWASHING FACILITIES

38	Suitable hand cleaner and sanitary towels or approved hand drying devices provided, tissue, waste receptacles provided	1

13. GARBAGE AND RUBBISH STORAGE & DISPOSAL

39	Approved containers, adequate number, covered, rodent proof, clean	1
40	Storage areas/rooms, enclosures — properly constructed clean	1
41	Disposed of in an approved manner, at approved frequency	1

14. VERMIN CONTROL

42	Presence of insects/rodents	2
43	Outer openings protected against entrance of insects/rodents	1

15. FLOORS, WALLS, AND CEILINGS

44	Floors, floor covering installed, constructed as required, good repair, clean	1
45	Floors, graded, drained as required	1
46	Floor, wall juncture covered	1
47	Mats removable, good repair, clean	1
48	Exterior walking, driving surfaces. Good repair, clean	1
49	Walls, ceilings, attached equipment: properly constructed, good repair, clean. Wall and ceiling surfaces as required	1
50	Dustless cleaning methods used, cleaning equipment properly stored	1

16. LIGHTING

51	Adequate lighting provided as required	1

17. VENTILATION

52	Room free of steam, smoke odors	1
53	Room and equipment hoods, ducts vented as required	1

18. DRESSING ROOMS AND LOCKERS

54	Rooms adequate, clean, adequate lockers provided facilities clean	1

19. HOUSEKEEPING

55	Establishment and premises free of litter, no insect/rodent harborage, no unnecessary articles	1
56	Complete separation from living/sleeping quarters and laundry	1
57	Clean/soiled linens stored properly	1
58	No live birds, turtles, other animals (except police guide dogs)	1

DEMERIT SCORE				RATING	SIGNED (INSPECTOR)	DATE CORRECTIONS DUE	SIGNATURE OF PERSON IN CHARGE
4	2	1	TOTAL				

REMARKS

Connecticut Department of Health

Illnesses with Short Incubation Periods
(Usually caused by Toxins)

Illness	Incubation period	Symptoms	Cause and foods usually involved	Preventive or corrective measures
Metal poisoning	1 hour or less	Nausea, vomiting, abdominal pain, metallic taste.	High acid foods (fruits, juices, tomatoes) chemically react with metal utensils, usually zinc, copper, cadmium, antimony; or with metal-glazed pottery.	Store foods only in glass, food-grade plastic, or stainless steel containers. Avoid copper, galvanized, and cadmium utensils. Avoid metal-glazed ceramics.
Other chemical poisoning	1 hour or less	Nausea, vomiting, weakness, dizziness, numbness, tingling, blurred vision, difficulty breathing, confusion, burning sensation around mouth.	Any foods contaminated by cleansers, detergents, sanitizers, pesticides, etc.	Store and use all chemicals away from foods. Follow all label directions.
(Staphylococcus) Staph	1 to 6 hours	Sudden onset of nausea, vomiting, retching, abdominal pain, exhaustion, sometimes diarrhea.	Staphylococcus bacteria from worker's skin, sores, or nose produce toxin when they grow in moist high-protein foods. Reheating does *not* destroy toxin. Does not affect flavor or appearance of food. Ham, poultry, mixed products, sauces, custards. Leftover foods often implicated.	Avoid re-using leftovers. Avoid preparing foods several hours before serving. Chill foods rapidly in small batches. Practice good personal hygiene. Exclude workers with sores, boils, cuts, or respiratory infections.
Fish & Seafood toxins	1 to 24 hours	Headache, dizziness, numbness, tingling, nausea, vomiting, sometimes paralysis.	Natural toxin in some tropical reef fishes; contaminated shellfish; or toxin produced by bacterial action on dark-meat fish (tuna, mackeral, mahi mahi).	Avoid eating liver and intestines of fish. Purchase shellfish only from approved sources, and retain shipping tags. Keep all fish and shellfish well refrigerated.
Botulism	2 to 36 hours	Sometimes nausea, vomiting and diarrhea, then dizziness, double vision, difficulty swallowing, paralysis. *Often fatal.*	Potent toxin produced by bacterial growth in inadequately canned or smoked foods, toxin may also be produced if large quantities of foods are not kept refrigerated (e.g., potato salad).	*Use only* commercially canned or smoked products. Refrigerate foods and rapidly chill in small quantities.

Illnesses with Longer Incubation Periods
(Usually caused by Bacterial Infection)

Illness	**Incubation period**	**Symptoms**	**Cause and Foods usually involved**	**Preventive or corrective measures**
C. Perfringens	8 to 24 hours	Abdominal pain, gas, diarrhea.	Bacteria are natural contaminants of meats and grow rapidly in meat products, sauces, gravies, stews, etc. which are cooked, cooled and reheated.	Cool foods rapidly in small quantities, reheat rapidly to 165°F. Clean utensils and surfaces between uses. Avoid preparing foods several hours prior to use. Avoid using leftovers.
Salmonella	12 to 36 hours	Diarrhea, abdominal pain, fever, vomiting.	Bacteria are natural contaminants of meat and poultry, grow during inadequate cooking. Cross contamination from raw meat and poultry to other products. Also spread by workers with poor toilet habits.	Cook foods thoroughly to 165°F, hold foods above 140°F or below 45°F. Avoid preparing foods several hours before use. Clean utensils and surfaces between uses. Practice good personal hygiene, exclude workers with diarrhea.
Shigella	24 to 48 hours	Abdominal cramps, fever, diarrhea, often with blood.	Intestinal bacteria; any food contaminated with fecal material through poor personal hygiene. Bacteria grow in unrefrigerated foods.	Practice good personal hygiene, exclude workers with diarrhea. Refrigerate foods below 45°F.
Hepatitis A	Approximately 25 days	Fever, abdominal pain, weakness, nausea, yellow jaundice.	Virus infects the liver, is shed with fecal material. Any food contaminated by workers with poor toilet habits can spread this disease. Also, shellfish from polluted waters.	Practice good personal hygiene, exclude infected workers. Purchase shellfish only from approved sources and retain shipping tags.

Important points to remember

- Time and temperature control in storage, preparation, display and serving of foods is of utmost importance. (Hot foods above 140°F, cold foods below 45°F)
- Personal hygiene and strict cleanliness in food handling is absolutely necessary to safe food service.
- Ill or infected persons should not be permitted to handle, prepare or serve food.

SANITATION

Group Activity

Divide the class into five groups. Each group select and read one of the following items.

(Use the Sanitation Guidelines from the Connecticut State Department of Health)

1. Staphylococcal Food Borne Intoxication
2. Trichinosis - Food Borne Disease
3. Salmonellosis - A Common Food Borne Disease
4. Clostridium Perfringens - Food Borne Disease
5. Clostridium Botulinum -

Activity I Each group should read the Guidelines and answer the following questions.

1. The disease is caused by what type of microorganism?
2. What is the major source of the microorganism in the environment? (ex. soil, intestinal tract)
3. Which foods are most frequently involved?
4. Is the microorganism anaerobic or aerobic?
5. Where does it grow well?
6. Are spores involved? If so, what precaution should be taken?
7. What are the symptons of the disease?
8. How can you prevent and control your food borne disease?

Activity II

Place your 2 model microorganisms on the bulletin board thermometer, one at the temperature that will destroy it and one at the temperature which retards its growth.

4. CULINARY TERMS

Terminology in food preparation and service

COMPETENCY	CONTENT
4.1 Definitions of Culinary Terms	
Define terminology dealing with culinary terms	Kitchen equipment
	Tools and utensils
	Cooking equipment
	Work operations
Apply terminology having to do with culinary terms	Kitchen equipment terms
	Tools and utensils terms
	Cooking equipment terms
	Work operations terms

4. CULINARY TERMS

Terminology in food preparation and service

LEARNING EXPERIENCES

List definitions of culinary terms

Study handouts with culinary terms

Play the "Name that Term" game

Play a culinary bingo game

Complete culinary crossword puzzles

Practice in groups with culinary term flashcards

View a display of food service equipment with name cards. Turn the cards over and see how many you can remember

Complete find the term word search game for a review

Prepare for the HERO Jeopardy Team Skill Event

Prepare a crossword puzzle on the computer

4. CULINARY TERMS

Terminology in food preparation and service

TEACHING MATERIALS

Computer Application

"Crossword Magic", Mindscape - Apple 2 (makes crossword puzzles from words you input)

CULINARY TERMS

Adductor Muscle
Aging
A la Carte
Al Dente
Allemande
Allumette
Anthocyanins
AP Weight
Argenteuil
Au Gratin
Au Jus
Au Sec
Avgolemono
Bacteria
Bain Marie
Bake
Baked Alaska
Barbecue
Bard
Batonnet
Batter
Bavarian Cream
Bearnaise
Bechamel
Beurre Manie
Beurre Noir
Beurre Noisette
Bisque
Blanch
Blanc Mange
Blanquette
Boil
Bombe
Bordelaise
Botusilism
Bouquet Garni
Bouquetiere
Braise
Broil
Broth
Brunoise
Buttercream
Butterfield
Calorie
Canape
Capon
Cappuccino
Carmelization
Carbohydrates
Careme, Marie Antoine
Carotenoids
Carry-over Cooking
Celsius Scale
Centi-
Chasseur
Chef
Chiffon
China Cap
Chlorophyll
Chop
Choucroute
Choucroute Garni
Chowder
Clamart
Clarified Butter
Clearmeat
Club Sandwich
Coagulation
Collagen
Complementary Proteins
Complete Protein
Compound Butter
Concasser
Conduction
Consomme
Convection
Convection Oven
Convenience Food
Coq au vin
Coral
Coupe
Course
Court Bouillon
Cream Soup
Crecy
Creme Anglaise
Croissant
Cross Contamination
Crustaceans
Custard
Cycle Menu
Danish
Deci-
Deep-fry
Deglaze
Demiglaze
Demitasse
Doria
Drawn
Dressed
Drop Batter
Dry-heat Cooking Methods
Dubarry
Duchesse Potatoes
Dumpling
Duxelle
Elastin
Emincer
Entremetier
EP Weight
Escoffier, Georges Auguste
Espagnole
Expresso, Expresso
Etuver
Executive Chef
Extended Meal Service
Fermentation
Fermiere
Fettuccine
Fiber
Fillet, Filet
Falvones
Florentine
Foie Gras
Fondant
Fond Lie
Fondue, Swiss
Food Danger Zone
Forestiere
French Dressing
French-style Ice Cream
Fricassee
Frittat
Fry
Fumet
Garde Manger
Garnish
Garniture
Gazpacho
Gelatinization
Genoise
Glace de Viande
Glaze
Gluten
Goulash
Gram
Granite

Green Meat
Griddle
Grill
Grillardin
Gross Piece
Hash
Herbs
Hollandaise
Homogenized Milk
Hongroise
Hygroscopic
Infection
Intoxication
Jardiniere
Judic
Julienne
Jus
Jus Lie
Kasha
Kilo-
Lard
Leading Sauce
Leavening
Liaison
Liter
London Broil
Lyonnaise
Macaroni
Maitre d'Hotel Butter
Marbling
Marinate
Marsala
Mayonnaise
Meringue
Meringue Glacee
Meter
(A la) Meuniere
Microwave
Milli-
Mince Minestrone
Mirepoix
Mise en Place
Moist-heat Cooking Method
Mollusk
Monter au Buerre
Mornay
Mousse
Mozzarella
Navarin
New England Boiled Dinner
Nicoise
Nouvelle Cuisine
Offal
Oolong
Oven Spring
Overrun
Pan Gravy
Pan-broil
Pan-fry
(en) Papillote
Parboil
Parcook
Parfait
Parmentier
Pasta
Pasteurized
Pastry Cream
Pate a Choux
Pathogen
Patissier
Peach Melba
Persillade
Philadelphia-style Ice Cream
Pigment
Pilaf
Poach
Poissonier
Portion Control
Pot Roast
Poulette
Pour Batter
Primal Cut
Primeru
Princesse
Printaniere
Process Cheese
Profiterole
Provencale
Puff Pastry
Pullman Loaf
Pumpernickel
Puree
Quiche
Quick Bread
Radiation
Raft
Ratatouille
Ravier
Recipe
Reduce
Reduction
Ricotta
Risotto
Rissole
Roast
Roe
Roesti Potatoes
Rolled-in Dough
Roquefort
Rotisseur
Rough Prep
Roux
Royal Icing
Russet
Rye Blend
Sachet
Salamander
Salmonella
Sanitize
Saturated Fat
Sauce
Saucier
Sauerbraten
Saute
Scampi
Sear
Semolina
Set Meal Service
Shirred Egg
Short
Shortening
Shred
Sieve Size
Simmer
Sirniki
Slurry
Small Sauce
Solanine
Sorbet
Souffle
Sous Chef
Spaetzle
Spice
Staling
Standard Breading Procedure
Standardized Recipe
Staphylococcus or "Staph"
Static Menu
Station Chef
Steam
Stew
Stock
Streusel
Strong Flour
Supreme Sauce
Sweat

Sweetbreads
Swiss Steak
Table d'Hote
Tang
Temper
Tomalley
Tournant
Tournedos
Trichinosis
Tripe
Truit au Bleu
Trunnion Kettle
Truss
Tunneling
Unsaturated Fat
Variety Meats
Veloute
Vent
Viande
Vichyssoise
Vin
Vin Blanc
Vin Rouge
Vinaigrette
Vitamin
Volatile
Wash
Waxy Potato
Weak Flour
Welsh Rabbit
Whitewash
Winterized Oil
Zest

5. WEIGHTS, MEASURES, RECIPES

Apply and use weights, measurements, and recipes properly

COMPETENCY	CONTENT
5.1 Basic Math Skills	
Master the basic math skills	Fundamental math processes including fractions, decimals, percentages
Master the concepts of math related to weights and measure	Weights and measures, liquid and dry
5.2 Terms and Abbreviations	
Explain abbreviations for measurement in food production	Abbreviated terms for measurement and other commonly used words in recipes
Convert abbreviations to words, convert words to abbreviations	Abbreviations and terms for each word and symbol used
Identify terms commonly used in recipes	Definitions of terms used in cooking Relationship of these terms to recipes
5.3 Measurement equipment	
Select examples, apply to use of measurement and weighing equipment	Types of measuring and weight equipment Specific uses for each piece of equipment
Perform measurement and weight tasks with accuracy	Techniques of measurement specific to a type of measuring equipment Techniques of measurement specific to particular item that is to be measured
Identify equivalents in measuring	Equivalent measures that are basic to all types of measure

5. WEIGHTS, MEASURES, RECIPES

Apply and use weights, measurements, and recipes properly

COMPETENCY	CONTENT
Outline examples of equivalent measures	Equivalent weights and measures
	Equivalent measures of particular food products
	Use of equivalents in saving time and energy
5.4 Standardized Recipe Use	
Define standardized recipe	Make up of a standardized recipe
	Use of the standardized recipe
	Importance of standardized recipes
Arrange the parts of the recipe	Format of a standardized recipe
	Parts of the standardized recipe
	Information included in the recipe
Explain the use of a standardized recipe	Procedures for use of the recipe
	Meaning of the directions and terms
Be able to use a standardized recipe	Work methods involved in using the recipe
	Standardized recipe used in the preparation of a food product

5. WEIGHTS, MEASURES, RECIPES

Apply and use weights, measurements, and recipes properly

COMPETENCY	CONTENT
5.5 Recipe Conversion	
Identify different methods to convert recipes	Formulas for converting recipes
	Problems encountered in recipe conversion
Be skilled in procedures for conversion of recipes	Process used to increase a recipe
	Process used to decrease a recipe
Convert a standardized recipe by increasing	Methods by which a recipe may be increased in size
Convert a standardized recipe by decreasing	Methods by which a recipe may be decreased in size
5.6 Portion Control	
Define portion control	Description of portion control
	Portion control related to the food service industry
Discover the importance of portion control	Portion control involved in cost control
	Portion control involved in customer satisfaction
Describe tools used in portion control	Tools and equipment commonly used in controlling portions of food
Compare different methods of portion control	Different methods that may be used to control portion sizes
	Positive and negative points associated with the different methods

5. WEIGHTS, MEASURES, AND RECIPES

Apply and use weights measurements, and recipes properly

LEARNING EXPERIENCES

Complete problems on basic math procedures using relevant food service math.

Practice the use of abbreviations by using flashcards with the abbreviation on one side and the word on the other.

Observe a demonstration on equivalent measures.

View a filmstrip on techniques for using measuring equipment.

Work in teams, to practice measuring different items, check each others' accuracy.

Observe a teacher demonstration on proper measurement.

Each student selects a card with an ingredient to measure then demonstrates the proper way to measure that item.

Discuss case studies on problems that occur because of improper measurement.

Examine the parts of a standardized recipe.

View a film on how to use a recipe.

LEARNING EXPERIENCES

Complete the recipe use pretest to show the importance of reading the whole recipe before you begin. (page 69)

Make a product using a standardized recipe.

Work in teams to convert a recipe into a standardized form.

Complete a checklist to rate a recipe for quality and clarity. (page 70)

Observe a demonstration on methods of converting recipes.

Practice increasing and decreasing yields in recipes.

Observe a display of tools for portioning, give the names and uses for each tool.

Review handouts that show equivalent measures in portioning tools. (page 59-68)

Observe a demonstration of techniques used in portioning.

Visit the school cafeteria or a restaurant to observe the different ways that foods are divided into servings.

Practice portioning various foods using a variety of tools.

Brainstorm to determine the effects of careless portioning.

5. WEIGHTS, MEASURES, RECIPES

Apply and use weights, measurements, and recipes properly

TEACHING MATERIALS

Media *

"Measuring Ingredients and Following Recipes", Prentice Hall Media

"How to Use Recipes"

"Portion Control; Everyone's Responsibility, National Educational Media

Computer Application

"Chef 40: Program for Recipe Optimization", Statistical Programs - Apple 2, 2+, 2c

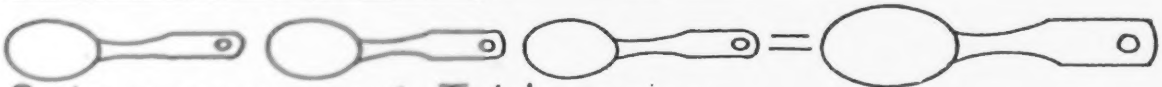
"Recipe Manager: Compu-vittles", Management Control Programming - IBM PC, IBM XT, Wang PC, Apple 2e

"Food Cost Explosion System", Bottom Line Software - Apple 2, IBM PC

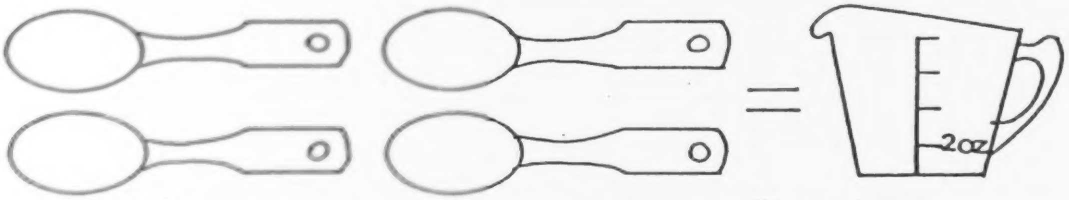
"Food Measuring Techniques: Orange Juice Series, Exar Communications - Apple 2+, 2e, 2c

* most of the following materials are available in films, filmstrips or video

TABLE OF MEASUREMENTS

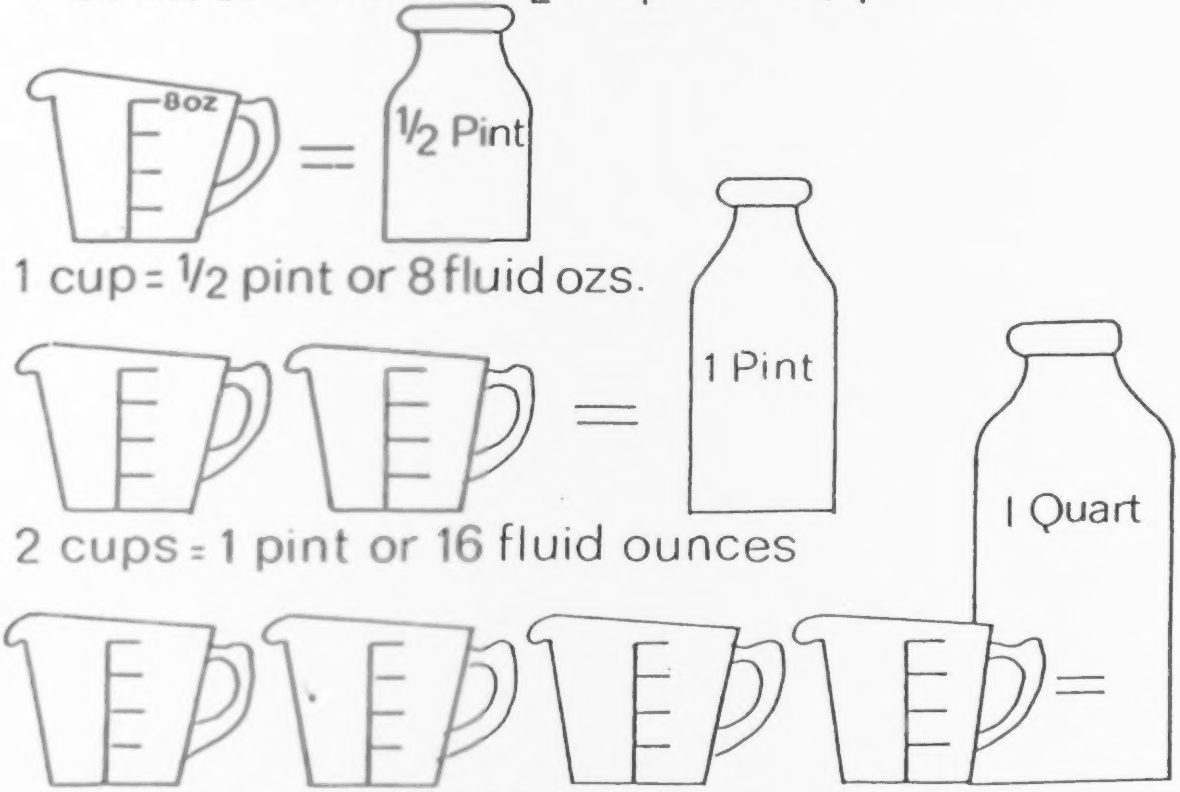


3 teaspoons = 1 Tablespoon



4 Tablespoons = 1/4 cup or 2 fluid ounces

1 stick of butter = 1/2 cup or 1/4 pound



1 cup = 1/2 pint or 8 fluid ozs.

2 cups = 1 pint or 16 fluid ounces

4 cups = 1 quart or 32 fluid ounces

EQUIVALENT WEIGHTS AND MEASURES

Measures:

few grains	less than 1/8 teaspoon
1 teaspoon	5 milliliters
1 1/2 teaspoons	1/2 tablespoon
3 teaspoons	1 tablespoon
1 tablespoon	15 mililiter
4 tablespoons	1/4 cup
16 tablespoons	1 cup
1 cup	236.6 milliliters
2 cups	1 pint
4 cups	1 quart
2 pints	1 quart
4 quarts	1 gallon
8 quarts	1 peck
4 pecks	1 bushel

Fluid Ounces:

1 tablespoon	1/2 fluid ounce
1/4 cup	2 fluid ounces
1/2 cup	4 fluid ounces
3/4 cup	6 fluid ounces
1 cup	8 fluid ounces
1 pint	16 fluid ounces
1 quart	32 fluid ounces
1 gallon	128 fluid ounces

Equivalents:

1 ounce	28.35 grams
16 ounces	1 pound
1 pound butter	2 cups (4 sticks)
1/2 pound butter	1 cup (2 sticks)
1/4 pound butter	1/2 cup (1 stick)
1 pound shortening hydrogenated fats	2 1/4 cups
1 pound granulated sugar	2 1/4 cups
1 pound confectioners sugar	3 1/2 cups (sifted)
1 pound brown sugar	2 1/4 cups (firmly packed)
1 pound all purpose flour	4 cups (sifted)
1 pound cake flour	4 1/2 cups
1 pound corn meal	3 cups
1 pound nonfat dry milk	4 cups
1 ounce nonfat dry milk	4 tablespoons
1 pound nuts	4 cups
1 pound cheese	4 cups (grated)
1-15 ounce package seedless raisins	2 1/2 cups

1 square chocolate	1 ounce
11 finely crumbled graham crackers	1 cup
9 coarsely crumbled graham crackers	1 cup
9 finely crumbled salted crackers	1 cup
7 coarsely crumbled salted crackers	1 cup
30 finely crumbled vanilla wafers	1 cup
20 coarsely crumbled vanilla wafers	1 cup
8 - 10 egg whites	1 cup
12 - 14 egg yolks	1 cup
1 lemon	2 to 3 tablespoons juice
grated peel of 3 lemons	1 1/2 teaspoons

ABBREVIATIONS

Abbreviations used for weights and measures:

few grains	fg.
speck	spk.
milliliter	ml.
teaspoon	t.--tsp.
tablespoon	T.--tbsp.
cup	c.
pint	pt.
quart	qt.
liter	l.
gallon	gal.
peck	pk.
bushel	bu.
gram	g.
ounce	oz.
pound	lb.--#
kilogram	kg.
square	sq.
dozen	dz.
bunch	bch.

Abbreviations used for time:

hour	hr.
minute	min.
second	sec.

Abbreviations used for oven temperatures:

degrees Fahreinheit	°F
degrees Centigrade	°C
moderate oven	mod.

Other abbreviations used in recipes:

as purchased	AP
edible portion	EP

A Guide to Common Can Sizes

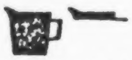
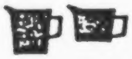
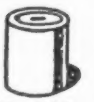
6 oz.	Approximately ¾ cup 6 fl. oz.	Used for frozen concentrated juices and individual servings of single strength juices.
8 oz.	Approximately 1 cup 8 oz. (7¾ fl. oz.)	Used mainly in metropolitan areas for most fruits, vegetables and specialty items.
No. 1 (Picnic)	 Approximately 1¼ cups 10½ oz. (9½ fl. oz.)	Used for condensed soups, some fruits, vegetables, meat and fish products.
No. 300	 Approximately 1¾ cups 15½ oz. (13½ fl. oz.)	For specialty items, such as beans with pork, spaghetti, macaroni, chili con carne, date and nut bread—also a variety of fruits, including cranberry sauce and blueberries.
No. 303	Approximately 2 cups 1 lb. (15 fl. oz.)	Used extensively for vegetables; plus fruits, such as sweet and sour cherries, fruit cocktail, apple sauce.
No. 2	Approximately 2½ cups 1 lb. 4 oz. (1 pt. 2 fl. oz.)	Used for vegetables, many fruits and juices.
 No. 2½	Approximately 3½ cups 1 lb. 13 oz. (1 pt. 10 fl. oz.)	Used principally for fruits, such as peaches, pears, plums and fruit cocktail; plus vegetables, such as tomatoes, sauerkraut and pumpkin.
46 oz.	Approximately 5¾ cups 46 oz. (1 qt. 14 fl. oz.)	Used almost exclusively for juices, also for whole chicken.
No. 10	Approximately 12 cups 6 lbs. 9 oz. (3 qts.)	So-called "institutional" or "restaurant" size container, for most fruits and vegetables. Stocked by some retail stores.

Figure 4a. Average container sizes. One no. 10 can equals two no. 5 cans, two 46-ounce cans, four no. 2½ cans, or five no. 2 cans. (Courtesy of American Can Company, Greenwich, Connecticut.)

CASE STUDIES ON MEASUREMENTS

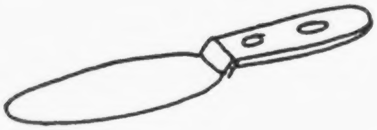
Karen was to measure the ingredients for ten loaves of French bread which were to be served with an Italian dinner. Since so much flour was needed (11 pounds and 4 ounces) she placed a large counter pan on the food scales and began pouring flour into the pan until the scale showed 11 pounds and 4 ounces. Later when the baker was mixing the yeast dough she complained that the dough was too sticky. What was the cause of the stickiness? What did Karen do wrong when measuring the ingredients? Do you think the baker was able to correct the mistake? How?

Janet was to measure the ingredients for eight pecan pies and for several more recipes. She read the recipe quickly, and instead of measuring 2 1/2 tablespoons of vanilla she measured 1 tablespoon of vanilla. The recipe called for 1 pound of pecans but she mixed that measurement up with the vanilla measurement and measured out 2 1/2 pounds of pecans. Do you think the vanilla measurement mistake would ruin the finished product? What problems would the mistake in the pecan measurement make? Could a food service establishment afford to use twice as much of an expensive ingredient like nuts?

The CVAE class had a special order for six German sweet-chocolate cakes. Jill measured out the ingredients for the recipe which included one pound of shortening, two pounds of sugar, ten eggs, six ounces of German chocolate, one cup of water, 2 teaspoons of vanilla, 2 cups of buttermilk, 1 pound of cake flour, 1 teaspoon salt and 2 teaspoons of soda. She measured 2 tablespoons of soda instead of 2 teaspoons of soda for each cake. What effect do you think this mistake had on the cakes? Try to estimate the money which was wasted on the ingredients which were used for the cakes. How would this compare to making a mistake on a recipe for only one cake? Why is it important to double-check measurements in quantity cookery? How much wasted lab time would be involved in that one little mistake?

Peggy had measured the ingredients for butterscotch pudding for fifty. She was in a hurry and didn't double-check her ingredients. After the pudding had been cooking some time in the steam jacketed kettle it still was not getting thick. Her supervisor questioned her, "Peggy did you put anything in to thicken the pudding?" Peggy looked at her recipe card and found she had not put in the one pound of flour called for. Do you think this mistake could be corrected? What would happen if she added the flour now? Even if she made a paste of the flour and added it gradually would the flavor still be different? Can a food service establishment take a chance and offer servings of food which might not be acceptable to customers? Why?

PORTIONING TOOLS

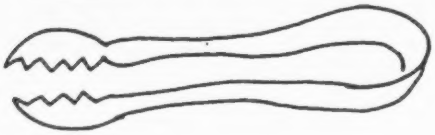


Pie Knife or Server

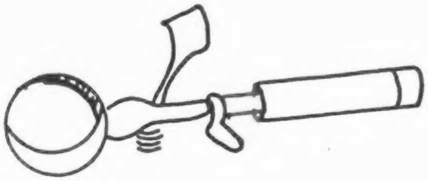
Ladle

Serving Spoon

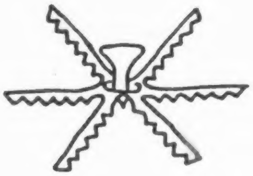
Pierced Spoon



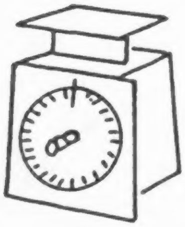
Pom Tongs



Dipper



Pie Marker

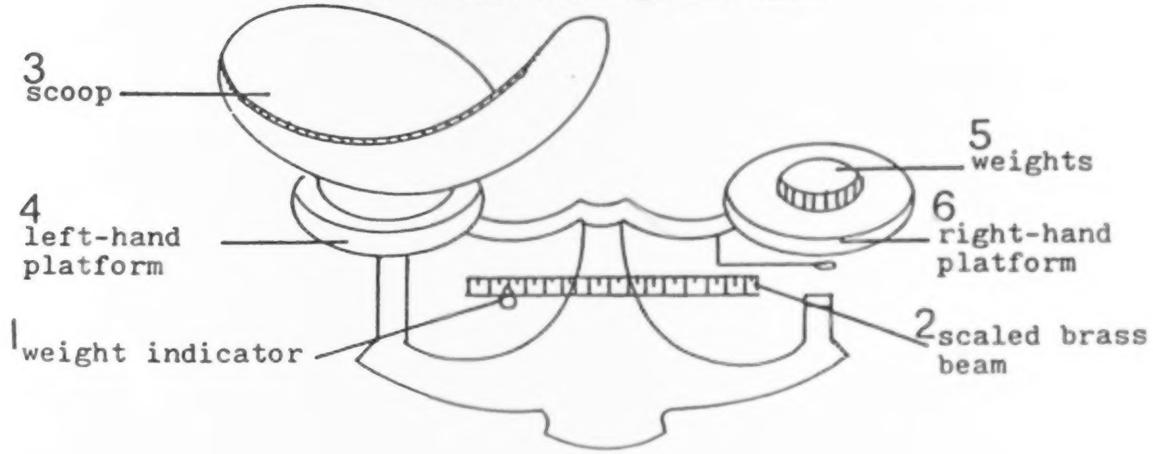


Scale

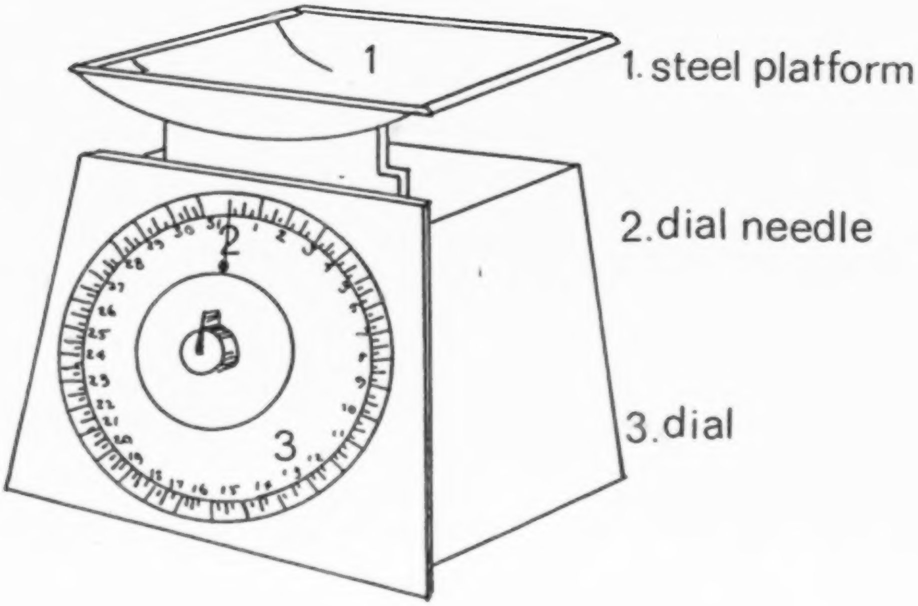
OPERATION OF A BAKERS SCALE

1. Place the weight indicator (1) at zero on the scaled brass beam (2), which indicates ounces up to one pound.
2. Center the scoop (3) on the left-hand platform (4).
3. Balance the scoop by placing the proper weight (5) on the right-hand platform (6). (Weights are used to balance the two platforms. The left-hand platform should be slightly lower than the right platform).
4. The ingredients to be weighed are placed in the scoop (3) on the left-hand platform (4). Move the weight indicator (1) on the brass beam (2) to the right until the desired weight is found and the two platforms are balanced. If necessary, add or remove a portion of the ingredients to make them balance.
5. When the weighing procedure has been completed, remove the ingredients or food items being weighed and return the scales to a balanced position.

BAKER'S SCALE



OUNCE PORTION SCALE



A suggested method of operation for the illustrated portion scale is:

1. Place the product to be weighed on the steel platform (1).
2. The rotating dial needle (2) indicates the weight of the product.
3. Dial (3) on front of scale is graduated from 1/4 ounce to 32 ounces.

Measures for Portion Control

Scoops

Number*	Level Measure	Weight (oz.)
6	2/3 c.	6
8	1/2 c.	4 - 5
10	2/5 c.	3 - 4
12	1/3 c.	3 1/2 - 3
16	1/4 c.	2 - 2 1/4
20	3 1/5 T.	1 3/4 - 2
24	2 2/3 T.	1 1/2 - 1 3/4
30	2 1/8 T	1 - 1 1/2
40	1 3/5 T	3/4

* number of scoops per quart

Ladles

1 oz. - 1/8 c.

2 oz. - 1/4 c.

4 oz. - 1/2 c.

6 oz. - 3/4 c.

8 oz. - 1 c.

PRE-TEST
Recipe Use

NAME: ______________________

Read all of the instructions before you begin this test.

1. What must you know before you begin a recipe?

2. Why is it important to measure and weigh ingredients carefully?

3. Define yield?

4. Define a standardized recipe?

5. Equivalent measures:

    One cup = __________ fluid ounces

    Three teaspoons = __________ tablespoon (s)

    Four Cups = _________ fluid ounces

6. What is the correct way of using a measuring spoon?

7. Abbreviations:

    t. means ______________

    T. means ______________

    pt. means ______________

    # means ______________

8. Skip questions numbered one through seven; only fill in your name put your pencil down when finished.

RATING A RECIPE

DIRECTIONS: Select a recipe write the name of the recipe, the source from which it was taken, and the page number.

Rate the recipe on each item as 1, 2, 3.

1 ----------------- 2
low high

Record the rating on each point by circling the number in the right-hand column. Add these values to find the total score.

			RATE (Circle) (low)-----(high)		
1.	Simplicity	- Recipe terms are easy to understand and interpret	1	2	3
2.	Clarity	- a. Listing of ingredients in order for use	1	2	3
		- b. Directions are easy to understand and follow	1	2	3
3.	Completeness	- Complete information on method of preparing and cooking	1	2	3
		- a. Cooking time stated when applicable	1	2	3
		- b. Definite temperature given when applicable.	1	2	3
		- c. Quantity or number of servings given	1	2	3
4.	Variety	- Variety and interest added	1	2	3
		to recipe by giving variations	1	2	3
5.	Content	- Information free from bias or exaggeration	1	2	3
6.	Organization	- Recipe is orderly arranged according to types of food	1	2	3
7.	Design and Make-up	- a. Attractive design	1	2	3
		- b. Format easy to handle, display, and store	1	2	3
		- c. Illustrations are attractive, good color, up-to-date, eye catching	1	2	3
8.	Reliable	- Source of authority cited for testing recipes	1	2	3

TOTAL SCORE - ____________________
(Add numbers circled)

RATING

42 - EXCELLENT
36 - 41 VERY GOOD
28 - 35 ACCEPTABLE
14 - 27 POOR RECIPE

Performance Based Food Service Curriculum
Greenville South Carolina 1933

RECIPE CONVERSIONS

STUDENT:____________________ CLASS: __________________ DATE:_____________

DIRECTIONS FOR ADJUSTING STANDARD RECIPE: TAKE NUMBER OF SERVINGS DESIRED AND DIVIDE BY YIELD OF STANDARD RECIPE (TYPICALLY 25, 50, OR 100, BUT MAY BE ANOTHER NUMBER). THE RESULT IS A "WORKING FACTOR." MULTIPLY THE "WORKING FACTOR" BY STANDARDIZED RECIPE AMOUNTS TO OBTAIN THE AMOUNTS OF INGREDIENTS NEEDED.

PRODUCT NAME:________________ PRODUCT YIELD:_____SERVINGS PORTION SIZE

INGREDIENTS	PORTIONS DESIRED ÷	PRODUCT YIELD	= WORKING FACTOR	× AMOUNT SPECIFIED	= AMOUNT NEEDED METHOD
Item Substitute					

Courtesy: Roy L. Springer, Greenville Technical College

6. EQUIPMENT

Identification, maintenance and operation of large and small equipment

COMPETENCY	CONTENT
6.1 Types of Equipment	
Identify the different types of equipment	Equipment available in the kitchen Use and care manuals of various pieces of equipment
Explain the functions of the different types of equipment	Uses for each machine or smallware Functions of equipment that help by saving time and energy
Locate the major parts of the equipment	Parts of each machine or smallware Controls of each machine
6.2 Equipment Operations	
Ascertain proper uses of food service equipment	Types of equipment and common uses Ways in which the equipment and smallwares may be used effectively Care and efficiency in the use of equipment
Operate equipment used for different purposes	Situations when only one certain piece of equipment or smallware may be used Different uses for each of the individual pieces of equipment and smallwares
Compare different types of equipment and appropriate uses	Types of equipment; the uses that are specific to that piece of equipment

6. EQUIPMENT

Identification, Maintenance and operation of large and small equipment

COMPETENCY	CONTENT
6.3 Equipment Care	
Follow proper methods for the cleaning and maintenance of equipment	Methods to disassemble and clean each piece of equipment Care and cleaning manuals for each piece of equipment Sanitation principles in relation to the care and cleaning of equipment
Employ appropriate procedures for cleaning and maintaining equipment	Demonstrate the methods to clean the equipment Importance of following proper cleaning and maintenance procedures
Know the importance of proper cleaning and maintenance of equipment	Equipment that is properly cared for and cleaned will add to efficiency and performance Equipment that is properly cared for will have a longer life for use Equipment that is properly cleaned will insure quality food products
6.4 Equipment Safety	
Know the proper methods for safe use of equipment	Safety principles in relation to the use of equipment Methods for the safe use of each piece of equipment Manuals for each piece of equipment that have the safety precautions
Follow appropriate procedures for safe use of the equipment	Demonstrate the methods for safe use of the equipment Importance of following proper safety

6. EQUIPMENT

Identification, maintenance and operation of large and small equipment

COMPETENCY	CONTENT
Follow appropriate procedures for safe use of the equipment	Demonstrate the methods for safe use of the equipment
	Importance of following proper safety procedures
Identify the importance of safe use of the equipment	Safe use of equipment resulting in a workspace free from hazards
Formulate the relationship equipment safety, cleaning, and maintenance	Cleaning and maintenance will contribute to safety of equipment
	Safety and cleanliness together will maximize productivity and efficiency

6.5 Equipment Design

COMPETENCY	CONTENT
Identify good arrangements of food service equipment	Equipment layout designs
	Safety factors involved in kitchen layout
	Efficiency factors in kitchen layout
Design an equipment layout for a food operation	Physical facility as well as the menu may affect the layout of a kitchen

6. EQUIPMENT

Identification, maintenance and operation of large and small equipment

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LEARNING EXPERIENCES

Identify equipment in the kitchen by proper name.

View transparencies or handouts of large equipment, identify the basic parts.

View a display of kitchen hand tools, provide the names for each of the items.

Complete a written report on a piece of large kitchen equipment, demonstrate the use of that item to the class. Become the class "expert" on that item.

Make posters on the proper use of kitchen equipment, post near that item.

Make posters on the proper cleaning methods for an item in the kitchen, post near that item in the kitchen.

List procedures for cleaning equipment.

Watch a demonstration on the procedures used for cleaning certain equipment.

Prepare a chart listing safety rules for large equipment.

Study drawings of different systems of equipment layout.

Visit some kitchens in the area and observe kitchen layouts. Evaluate the layout design, suggest ways it might be improved.

Practice using large pieces of equipment .

5. EQUIPMENT

Identification, maintenances and operation of large and small equipment

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TEACHING MATERIALS

Media *

"How to use French Knives", Allan Keith Productions

"Kitchen Equipment Care"
"Using Kitchen Knives Safely", National Educational Media

"Kitchen Equipment and Layout"
"Principles of Microwave Cookery, Series"
"Equipment Series", Prentice Hall Media

Computer Application

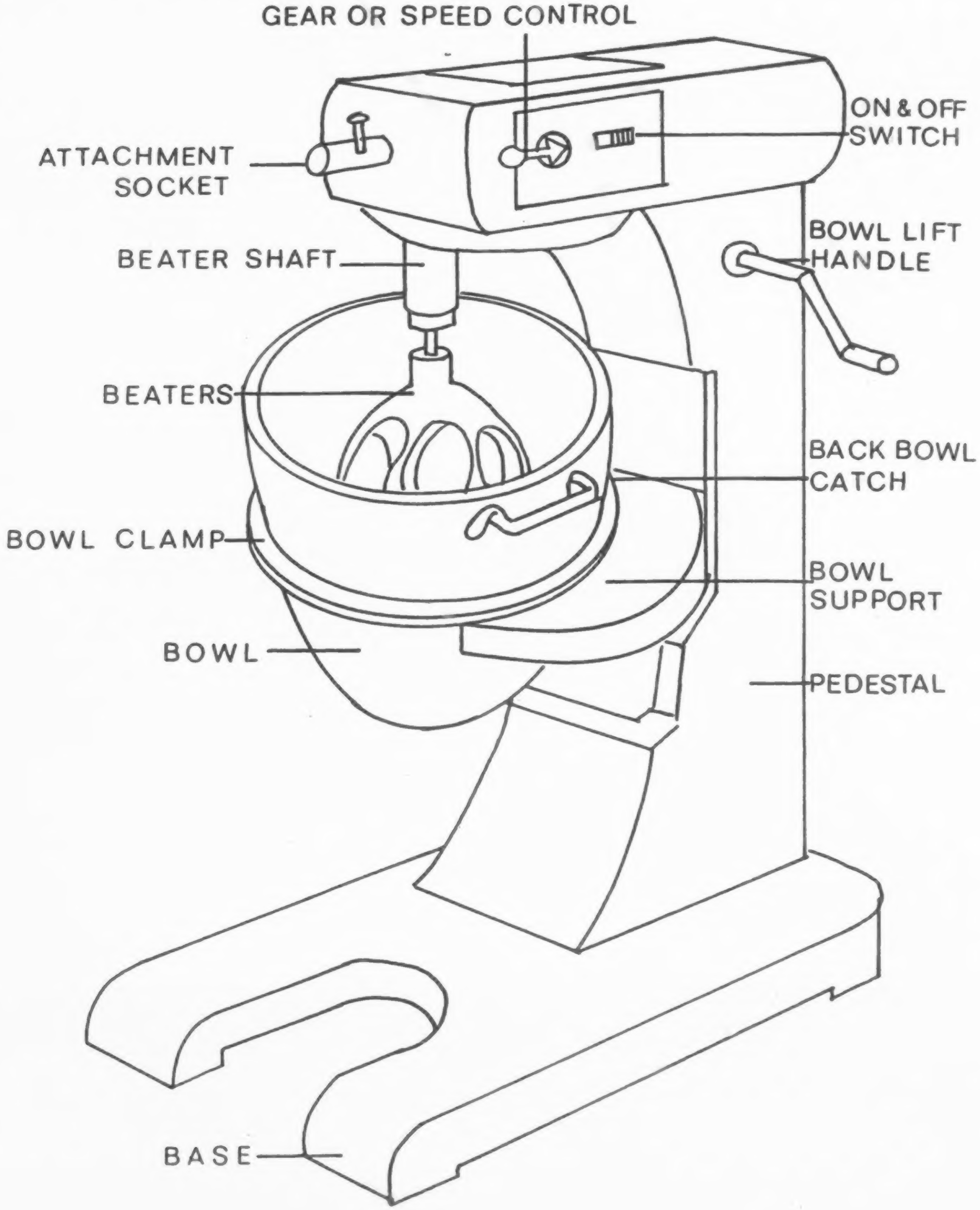
"Microwave Oven: Orange Juice Software", Exar Communications

Equipment Drawings

Drawings of equipment basic to a food service kitchen follow. Drawings may be found in the literature from the manufacturer of the equipment

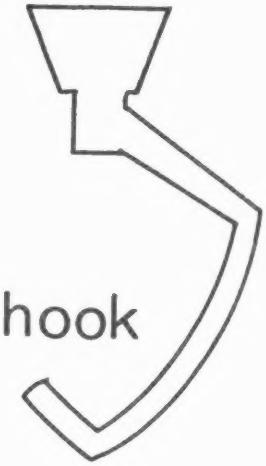
* most of the following materials are available in films, filmstrips or video

MIXER PARTS

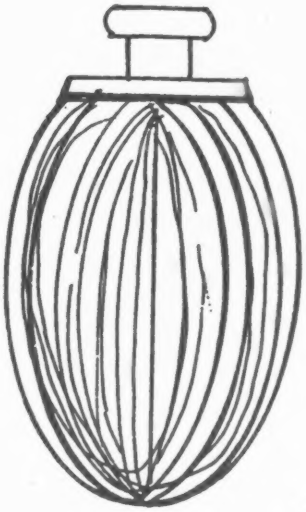


Food Service Curriculum
Texas Tech University 1973

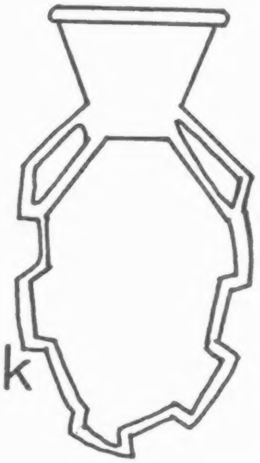
MIXER ATTACHMENTS



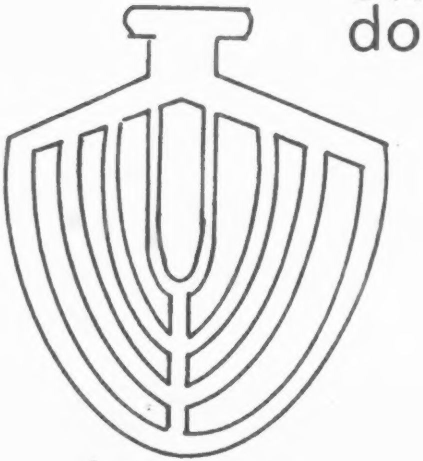
dough hook



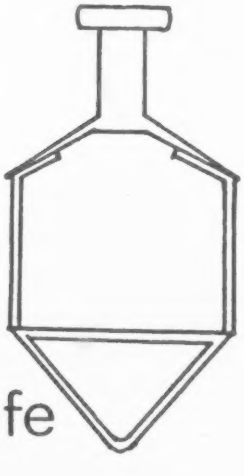
whip



sweet
dough hook

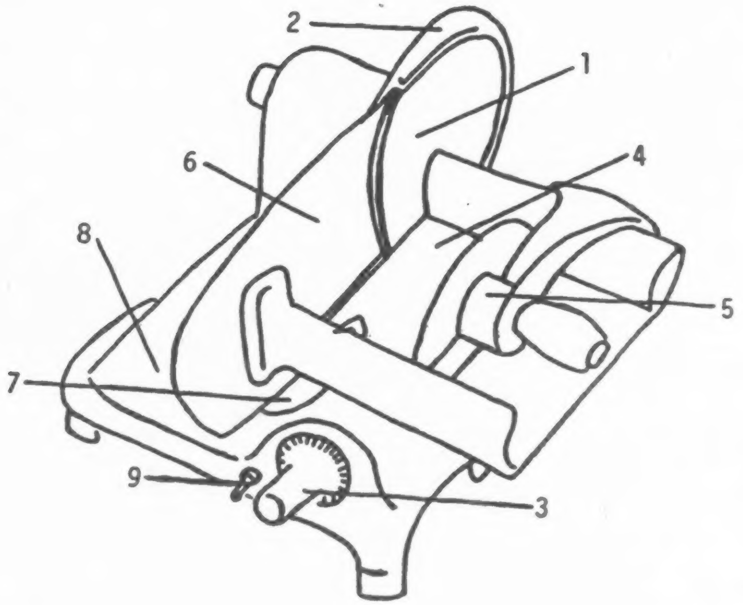


beater



pastry knife

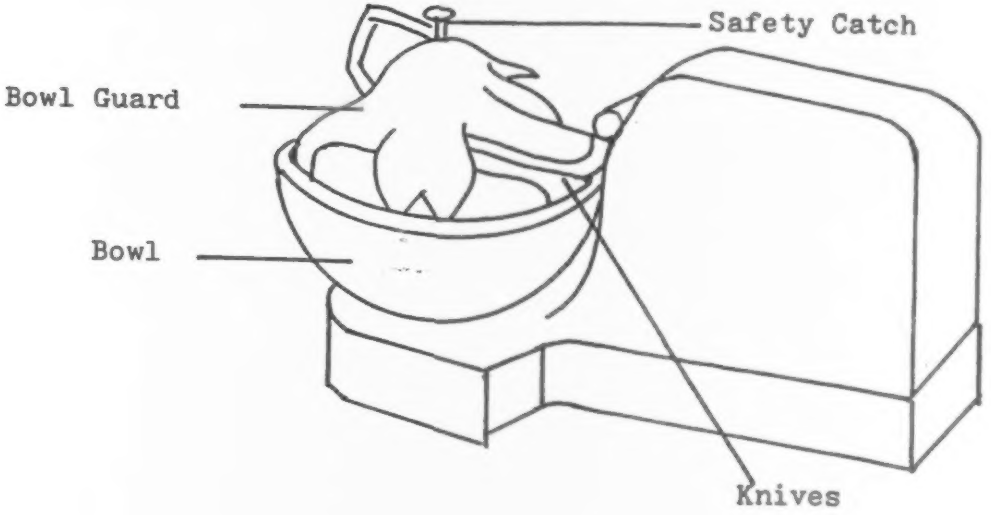
FOOD SLICER



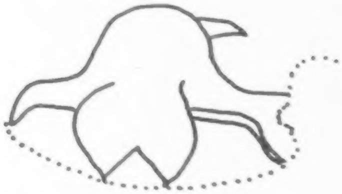
Parts of Food Slicer

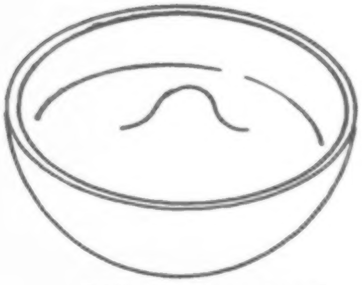
1. Blade or slicer knife
2. Blade guard
3. Blade control indicator
4. Food carriage
5. Food holder
6. Gauge plate
7. Scrap tray
8. Receiving tray
9. On and Off switch

FOOD CUTTER OR CHOPPER

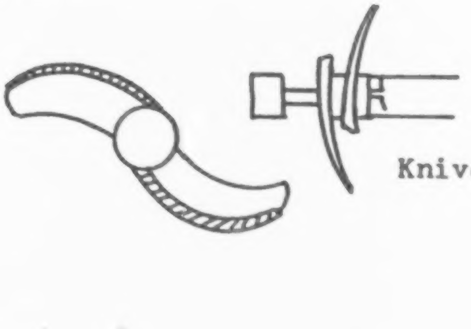


Bowl Guard





Removable Bowl



Knives

7. NUTRITION Nutrition in relation to good health and meal planning

COMPETENCY	CONTENT
7.1 Basic Principles of Nutrition	
Recognize the relationship of nutrition to food service	Importance of planning a balanced meal for a food establishment
	Nutritional trends affect the style of food in an establishment
Recognize the basic purpose of food is to provide nutrients	Food is essential to growth, maintenan and repair of the body
Explain the functions of food in the body	Building and repairing the body
	Regulating the body processes
	Used as energy in the body
7.2 Basic four food groups	
Know the four food groups	The basic four food groups fruits and vegetables dairy grain proteins; meat, fish, poultry
Explain the reasoning behind the basic four food groups	Basic four as a simplified way to create a balanced diet
	Four groups and the relationships with each of the nutrients
Outline sources of food in the basic four groups	Sources of food in the meat, dairy, bread,and fruit and vegetable groups
Summarize the requirements in regards to the four groups	Daily requirements for each group
	Different requirements for different groups of people

7. NUTRITION

Nutrition in relation to good health and meal planning

COMPETENCY	CONTENT
Demonstrate an understanding of the four basic groups serving as a guide to meal planning	The basic four used to plan meals Use the basic four food groups to check menus for nutritional quality.
7.3 Nutrients	
Know the major nutrients	Major nutrients in relation to the primary bodily function that they serve
Know food sources of the major nutrients	Major nutrients and major food sources of each nutrient
Explain the functions of the major nutrients	Specific functions in the body performed by each nutrient Specific functions of vitamins and minerals
Explain the concept of R.D.A.	Description of the Recommended Daily Allowance Ways in which the R.D.A. may be useful to the individual
Use the RDA charts for calorie and nutrient reference	Allowances on the R.D.A. charts relate to the average person Charts are updated on a regular basis Use of the charts as a reference for caloric or nutrient requirements
Analyze the role of nutrients in maintaining good health	Nutrients in a relationship with: the body function, the source, the amount, and good health

7. NUTRITION

Nutrition in relation to good health and meal planning

COMPETENCY	CONTENT
7.4 Dietary Balance	
Identify factors influencing human food choices	Reasons why persons eating habits differ
	Eating habits are learned
Identify nutrition related health problems	Health problems that may be solved nutritionally
	Health problems that may effect weight control or caloric consumption
Explain the concept of calories	Concept of energy and calories
	Relationship of calories to food
	Calorie value of fats, carbohydrates, and proteins
Apply theories of calorie consumption to body weight	Different theories on how calories will effect weight
	Theories of weight loss specific to a food
Evaluate diets for weight control	A good balanced diet for weight control
	Fad diets
	Problems with the many diet theories
Design a nutritionally balanced diet for weight control and nutrition	How to make a good weight control diet

7. NUTRITION

Nutrition in relation to good health
and meal planning

LEARNING EXPERIENCES

View filmstrips on good nutrition and health.

View films on weight control.

Plan a meal and evaluate it in accordance to the basic four food groups.

Divide pictures or photos of food into the basic four food groups.

Working in groups use pictures of food, group them into nutritious meals.

Practice using the recommended daily allowance chart to find your own allowances.

Practice using food composition charts to look up the nutrient value of foods.

Each student keep a diary of food consumed for a period of time. Use a computer program or food composition charts to analyze the diet themselves.

Each student figure calorie needs in accordance to his/her activity level.

Listen to a speaker talk about fad diets and health hazards.

TEACHING MATERIALS

Media *

"The Good Eating Plan", General Mills Film Center

"Nutrition Is"
Extensive listing of films, New England Dairy and Food Council

"Beef your Stake in Basic Nutrition"
" & U.S. RDA Chart", National Live Stock & Meat Board

"Exploring the Market Place: Nutrition on The Run", Guidance Associates

Computer Applications

"The Food Processor", ESHA Research Oregon - IBM PC

"Nutrition the Game Format Study Aid; Nutrition the Basic Four Food Groups; The Daily Menu Analyzer: Orange Juice Software, Exar Communications - Apple 2+, 2e, 2c

* most of the following materials are available in films, filmstrips or video

VITAMINS	IMPORTANT FUNCTIONS	IMPORTANT SOURCES
Vitamin A	Helps keep skin clear and smooth Helps keep mucous membranes firm and resistant to infection Helps prevent night blindness Helps control bone growth	Liver, yolk of egg Dark green and deep yellow vegetables Deep yellow fruits, as cantaloupe Butter, whole milk, cream, Cheddar-type cheese, ice cream
Vitamin B_1 or Thiamine	Helps promote normal appetite and digestion Helps keep nervous system healthy and prevent irritability Helps body release energy from food	Meat, fish, poultry—pork supplies about 3 times as much as other meats Eggs Enriched or whole grain bread and cereals Dried beans and peas Potatoes, broccoli, collards
Niacin	Helps keep nervous system healthy Helps keep skin, mouth, tongue, digestive tract in healthy condition Helps cells use other nutrients	Peanut butter Meat, fish, poultry Milk (high in tryptophan) Enriched or whole grain bread and cereals
Vitamin C or Ascorbic Acid	Helps make cementing materials that hold body cells together Helps make walls of blood vessels firm Helps in healing wounds and broken bones	Citrus fruits—orange, grapefruit, lemon, lime Strawberries and cantaloupe Tomatoes Green peppers, broccoli Raw greens, cabbage Potatoes
Vitamin D The Sunshine Vitamin	Helps absorb calcium from the digestive tract and build calcium and phosphorus into bones	Vitamin D milk Fish liver oils Sunshine on skin (not a food)
Vitamin B_2 or Riboflavin	Helps cells use oxygen Helps keep skin, tongue and lips normal Helps prevent scaly, greasy skin around mouth and nose	Milk All kinds of cheese Ice cream Meat, especially liver Fish, poultry and eggs
Vitamin B_6	Helps nervous tissues function normally Plays a role in red cell regeneration Involved in the metabolism of amino acids, fats and carbohydrates	Beef liver, pork and ham Soybeans and lima beans Bananas Yeast Whole grain cereals
Vitamin B_{12}	Protects against the development of pernicious anemia	Eggs, fish, liver and other meat Milk
Vitamin E	In lower animals, maintains normal functioning of skeletal muscle, brain and blood cells and has a role in reproduction Protects vitamin A and carotene from destruction by oxidation	Liver and other meat, eggs Milk Green leafy vegetables Whole grain cereals
Vitamin K	Maintains normal clotting functions of the blood	Pork liver and yolk of egg Green leafy vegetables Lettuce Cauliflower

OTHER NUTRIENTS	IMPORTANT FUNCTIONS	IMPORTANT SOURCES
Protein	Builds and repairs all tissues Helps build blood and form antibodies to fight infection Supplies energy	Meat, fish, poultry, eggs Milk and all kinds of cheese Dried beans and peas Peanut butter, nuts Breads and cereals
Carbohydrate (Sugars and Starches)	Supplies energy Carries other nutrients present in foods	Breads and cereals Potatoes, lima beans, corn Dried beans and peas Dried fruits, sweetened fruits Sugar, syrup, jelly, jam, honey
Fat	Supplies large amount of energy in a small amount of food Helps keep infant's skin healthy by supplying essential fatty acids Carries fat-soluble vitamins A, D, E, K	Butter and cream Salad oils and dressings Cooking fats Fat in meat
Minerals: Calcium	Helps build bones and teeth Helps blood clot Helps muscles and nerves to work Helps regulate the use of other minerals in the body	Milk Cheese, but less in cottage cheese Turnip and mustard greens Collards, kale, broccoli
Phosphorus	Helps build bones and teeth Helps regulate many internal activities of the body	Liver, fish, poultry and eggs Cheese and milk Whole grain cereals Nuts
Iron	Combines with protein to make hemoglobin, the red substance in the blood that carries oxygen to the cells	Liver, other meat and eggs Dried beans and peas Green leafy vegetables Prunes, raisins, dried apricots Enriched or whole grain bread and cereals
Iodine	Helps control the rate at which the body uses energy	Sea food, plants grown on soil near seas, iodized salt

Though each nutrient plays a special part in keeping you healthy, there are many jobs to be done in the body that require nutrients to work together. It is this "teamwork" of nutrients that provides good nutrition.

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8. MENU AND MEAL PLANNING

Factors to be considered when planning menus and meals

COMPETENCY	CONTENT
8.1 Meal Planning	
Apply nutrition principles to the planning of meals	Nutritional balance and food
	Basic four as a guide to meal planning
	R.D.A. as a guide to meal planning
Plans attractive meals	Qualities involving the attractiveness of meals: color, shape, texture, and temperature
Determine quality factors in food selection for meal planning	Quality factors to consider in meal planning: variety, seasonal vegetables and fruits, facilities, storage
Outline cost factors in meal planning	Cost in planning meals must conform to the food establishment
	Cost of seasonal fruits and vegetables
8.2 Menu Planning and Design	
Defend the basic principles of nutrition in regards to menu planning	Nutritional trends affect the style of food that is served in a food establishment
	Menu that has nutritionally sound selections will sell
Identify the purpose and function that a menu serves	Menu describes the food offered to the customer
	Menu reveals the character of the establishment
	Menu indicates food to be purchased, equipment needed, and work to be done

8. MENU AND MEAL PLANNING

Factors to be considered when planning menus and meals

COMPETENCY	CONTENT
Create menus which will "sell"	Appearance of a menu
	Physical layout of a menu
	Style of food offered in the menu
	Food descriptions in the menu
Discover the factors that will influence menu planning and design	Factors of menu planning or design: Clientele Economic trends Local demands and trends Budget Seasonal foods Equipment and space available Employee capability
Evaluate how a well designed and planned menu will attract more business	Meeting the needs of local business
	Provide a style of service or food different from others
	Provide a variety of foods that are not otherwise available
Evaluate efficiency and service in relation to a well planned menu	Well planned menu will increase efficiency by making foods work together
	Menus will use equipment wisely
	Menus may be handled within a budget
	Menus may be handled within the available space
Create a menu to sell	Materials to create a menu

COMPETENCY	CONTENT
8.3 Menu Terms and Laws	
Understand menu terminology	Terms specific to menus such as: a la carte appetizer entree
Apply menu terms to a description of the item	Terms to describe food items Ways to describe menu items to a customer
Assess menu items according to the description	Accurate description of items on a menu Customer appeal of the description
Create descriptions for items to be listed on a menu	Descriptions for menu items
Outline the Truth In Menu Act	The Truth In Menu Act outlined States that have adopted the act Common words that are problems in menu descriptions and listings Words and phrases that the truth in menu act effects brand name use fresh homemade

LEARNING EXPERIENCES

Work in groups to find pictures of food in magazines. Design a meal. Rate it using the basic principles of meal planning. (page 93)

Evaluate written menus for aesthetic qualities.

Create lists of seasonal fruits and vegetables.

Collect advertisements of types of foods that area restaurants are serving. Discuss the impact of nutrition tody on the foods being served and promoted.

Practice writing menu descriptions for food items.

Analyze some menus being used in the industry. Suggest ways to improve the menus. (page 94)

Prepare menus for an particular event or activity. Create two plans, for a moderate and extravagant budget. (page 92,94)

Plan and design a full menu suitable for a student run restaurant.

TEACHING MATERIALS

Media *

"Selling the Menu", National Educational Media

Events for which to Plan Menus

- Birthday party
- Banquet
- Brides Dinner
- Cocktail Party
- Engagement Party
- Wedding
- Anniversary party
- Barbecue
- Children's Party
- Formal Dance
- Shower
- School Function
- Bachelor Dinner
- Brunch
- Church Dinner
- Dinner party
- Reception
- Holiday

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* most of the following materials are available in films, filmstrips or video

COMMON MENU ERRORS

Temperature

Too many hot or cold foods

Color

Clashing or unpleasant colors
No contrast or variations

Flavor

Too many strong or distinctive flavors
Repetition of food or flavor
All bland flavors
No tart or acid flavors
Too many sour or too many sweet items

Preparation and Type

Too many starchy foods
Too many high protein foods
More than one main dish
Too many of the same type of vegetables or fruits
Too many foods prepared in the same way (creamed or fried)
No main dish

Texture

Too many chewy foods
Too many crunchy or crispy foods
Too many soft items
Lack of variety in texture

Size and Shape

Lack of variety in shape
Too many small pieces
Too many mixtures
Too many similar shapes

MENUS TO EVALUATE FOR PLANNING ERRORS

MENU	ERRORS
1. Iced Tea Mashed Potatos Gravy Baked Acorn Squash Meat Patties Catsup Fruit Salad Mayonnaise Clover Leaf Rolls Butter Peach Sundae	1. Mostly soft foods 2. Too many round shapes 3. Four "sauce toppings"
2. Milk Pear and Cottage Cheese Salad Bread & Butter Cream of Spinach Soup Baked Custard	1. Little color variation 2. No tart flavor 3. All soft foods 4. Repetition of the same food
3. Coffee Tossed Lettuce and Tomato Salad Italian Dressing Buttered Cut Green Beans Carrot Strips & Celery Chicken a la King on Biscuits Ambrosia Salad	1. Too many tart-flavored foods 2. Too many mixed flavors 3. Too many fruits and vegetables
4. Hot Tea Baking Powder Biscuits Parsley-Buttered Carrots Creamed Eggs on Toast Bread Pudding	a. Poor variety in color b. No tart flavor c. Bread repeated three times d. All foods are hot
5. Milk Waldorf Salad Corn Sticks & Butter Navy Bean Soup Grilled Cheese Sandwich Warm Apple Pie Cheese	a. Poor color contrast b. Two bread items c. Repeat of cheese and apples d. High fat and carbohydrates e. Two main dishes

CHECKLIST FOR THE
THE DEVELOPMENT OF A PRINTED MENU

	Poor	Satis-factory	Good
1. Menu nutritionally balanced (if appropriate).			
2. Appetite appeal (variety and balance color, texture, flavor, temperature, etc.)			
3. practicality (cost, facilities, preparation case and time, etc.)			
4. Client appeal.			
5. Booklet attractiveness.			
6. Practicality of use and storage			
7. Organization			
8. Neatness			
TOTAL			

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
9.1 Table Preparation	
Describe a table cover	Definition of a cover Items included in a cover
Identify the correct placement of the items in a cover	Types of covers breakfast luncheon dinner Correct placement of items in a cover dishes, glassware, flatware, napkin plates, condiment containers
Arrange a proper cover	Arrangement of items in a specific type of cover
Identify the various types of restaurant service	Types of service American Russian banquet French buffet family
9.2 Types of Service	
Describe American service	Procedure and rules followed when using American service Appropriate occasions to use American service Advantages and disadvantages of this type of service
Outline the set up for American service	Proper table set for American service Cover for American service

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
Describe French service	Procedures and rules for using French service Appropriate occasions to use French service Advantages and disadvantages of this service Special equipment required for French style service
Outline a set up for French service	Proper table set for French service Cover used in French service
Describe Russian service	Procedure and rules for using Russian service Appropriate occasions to use Russian service Advantages and disadvantages of this type of service Special equipment required for Russian service
Outline the set up for Russian service	Proper table set for Russian service Cover for Russian service
Explain banquet service	Procedures followed for banquet service Appropriate occasions to use banquet service Advantages and disadvantages of this type of service

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
Explain family style service	Appropriate occasions to use family service
	Procedures used in family service
	Advantages and disadvantages of this service
Describe buffet service	Methods of serving for buffets
	Appropriate times to use buffet service
	Advantages and disadvantages of this type of service
Explain the table set up for buffet service	Proper table set up
	Arrangement of food, dishes, beverage, and silverware
	Importance of the attractiveness of such a display
9.3 Dealing With The Public	
Recognize employee traits that will contribute to customer satisfaction	Examples of employee characteristics that contribute to customer satisfaction
	Courteous methods to meet and greet the customer
Identify difficult situations that may occur in a food service establishment	Difficult situations with a customer

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
	Customer problem situations: elderly guests ill customers noisy guests angry customers children
Choose suitable action to deal with a difficult situation	Dealing with guests who are difficult or have a special problem Actions to correct a situation that disrupts other guests in the establishment
9.4 Serving the Guest	
Identify the duties of food service personnel	Tasks and duties preformed by personnel in different areas Responsibilities associated with the hostess, or host, the busperson, the waitperson
Be skilled in the procedures for the host or hostess in welcoming guests	Procedure for greeting guests Procedure for escorting the guest to the table Rotation of guests evenly among employees
Seat the guest	Procedure for seating the guests elderly or women first pulling out the chairs Handing out the menus Introduction of the server

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
Summarize the procedure used for the departing guest	Procedure used for departing guests Handling of complaints and compliments Importance of speaking to the guest upon departure
Outline the responsibility of the host or hostess during serving hours	Responsibility to the guest and staff ensure prompt, efficient service staff alerted to guest needs guest satisfied with service staff conduct acceptable to guest abreast of clearing and setting procedure
Describe the duties of the host or hostess before serving hours	Duties and tasks prior to serving time review menu specials ensure proper dining room set up plan the guest seating ensure proper table set up
9.5 Taking the Order	
Understand the menu	Procedure to describe and pronounce items to the guest Set up of the menu: main dishes and accompaniments Length of time to prepare the dish
State abbreviations for menu items	Abbreviations and notations to cover items on the menu Notations to indicate guest preferences

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
Describe procedures for taking orders	Methods of taking an order around a table Importance of knowing the menu Procedures used to obtain guest choices
Follow the steps in writing an order	Steps in writing an order legible, required number of copies server number table number, and number of guests proper abbreviations special cooking instructions repeat each order, remove menus
Demonstrate the ability to take an order	Procedures for taking of orders
Describe procedure for placing an order to the kitchen	Procedure used to place an order
9.6 Serving the Order	
Explain the procedure to pick up the order	Procedures to pick up the order Importance of the order for accuracy Importance of checking the plate for attractiveness
Demonstrate correct procedures for use of a tray	Methods to load a tray Method to lift and carry a tray Avoidance of accidents when carrying trays
Demonstrate the correct order of service	Order of service at the table Order of the food to be served: soup before salad

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
Identify the procedure used to serve food	Basic rules of service
	Procedures for handling silver, glasses and dishes
	Correct side for service of the beverage and food
	Correct hand to use when serving
	Use of an arm towel
	Procedure for refilling beverages
Outline different types of specialty service	Different types of specialty service: flambe meat carving salad tossing
9.7 Other Service Procedures	
Describe procedures for clearing a table	Timing of clearing the table
	Procedures to follow when clearing a table
	Items remaining on the table for the dessert course
	Crumb a table
Select procedures to follow in case of an accident in the dining room	Procedures to follow depending on the type of accident
Identify the procedure for preparing the check	Presentation of the check

9. CUSTOMER SERVICE

Customer service and front of the house techniques

COMPETENCY	CONTENT
Illustrate how ot present the check to the guest	Presentation of the check Collection of the payment Presentation of the change
Explain procedures for tipping	Customary tip Calculating tips
9.8 Bus Service	
Identify the tasks involved in bus service	Tasks involved in the position of busperson
Describe the tasks involved in bus duty	Steps in each task of bus duty clear tables, remove dishes to kitchen clean tables, chairs, ashtrays put tables and chairs in order change linen reset table stock service station serve water, coffee, etc.
9.9 Handling Money	
Identify appropriate procedures for handling money	Procedures to set up a bank Procedures to accept payment and make change
Understand how the register works	Use of the register
Realize the importance of accuracy in handling money	Importance of accuracy Methods of good record keeping at the register

Customer service and front of the house techniques

LEARNING EXPERIENCES

Complete a personality evaluation about qualities that are important when dealing with the public.

Observe a demonstration on different types of covers.

Discuss differences in covers by viewing handouts of covers. (page107-9)

Make posters of different covers to be used in the classroom.

Practice setting tables with different covers and for different types of service.

Discuss the standards of a good service person. During role playing or serving complete a checklist of waiter/waitress qualities.

Listen to a panel of food service managers discuss difficult situations which may occur in a food establishment.

Read and discuss case studies dealing with the problem customer. (page 115)

Act out problem situation skits on the difficult customers.

View a demonstration on the correct way to load and carry a tray.

Observe a demonstration on the basic rules of table service. Discuss the importance of these rules.

Discuss the steps in serving a meal. Discuss any differences specific to your situation.

Brainstorm a list of different jobs that deal with the service aspect of a restaurant. List duties that are associated with each job.

Study a list of menu terms that a wait person should know. Practice defining those terms.

Listen to a recording of menu terms and pronounce each term as it is given on the tape.

Study a sample menu. Learn how each item is prepared and the time required to prepare it.

Videotape role playing of serving.

LEARNING EXPERIENCES

Practice writing abbreviations to menu items as a list of items is read.

In groups read menu items aloud, explain the ingredients of the menu item. Role play order taking using correct abbreviations.

Discuss the use of a guest check as it will be used in school program.

Observe a demonstration on the overhead projector on procedure for filling out a guest check.

Listen to a description of how to place an order correctly and act out the situation.

Practice preparing an actual guest check.

Brainstorm a list of possible accidents that may occur while transporting food from the kitchen.

View films of waitstaff using different types of service.

Visit a restaurant to observe various types of service. Note how the type of service reflects the menu.

Working in groups role play the procedure of taking orders. Assign students to play parts of host, waitperson, busperson, and customer.

Role play serving situations in front of the class. Assign some students to be difficult customers. The rest of the class can observe and suggest ways for the participants to improve their performance.

Practice preparing and serving meals using different types of service.

View a film about methods of collecting payment and cashiering.

Listen to a cashier from the industry explain daily methods of cashiering.

Observe a demonstration of the method for collecting payment to be used in the school situation.

Practice using the correct procedure for presenting the check and using the change tray.

Prepare for the HERO event in dining room service.

TEACHING MATERIALS

Media *

"The Server Assistant"
"The Counter Code"
"The Customer"
"Smart Waitress Series"
"You Gotta Face People", Continental Film Productions Corporation

"Handling Money"
"Courtesy the Inside Story"
"Table Settings"
"Hosting"
"Basic Responsibility of the Waiter and Waitress"
"How to set the Table"
"Efficient Service", National Educational Media

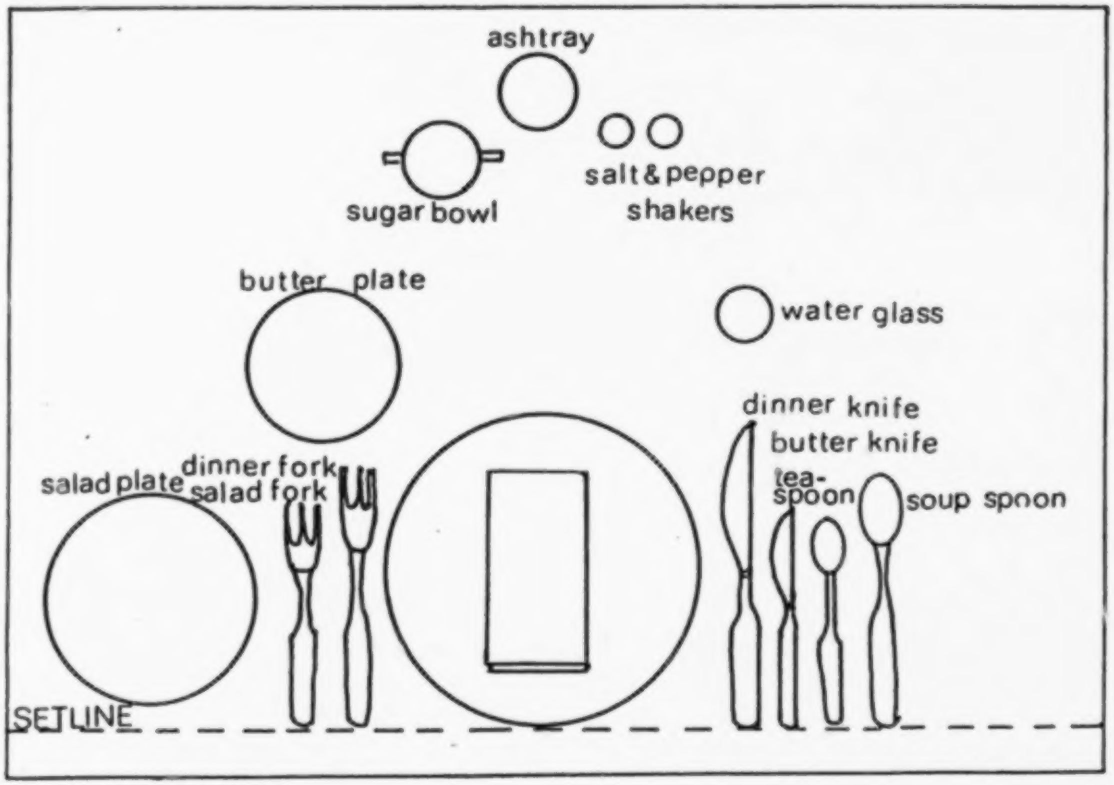
Computer Applications

"Place Setting, Meal Service, Table Manners"
"The Place Setting Simulator" :Orange Juice Software, Exar Communications

* most of the following materials are available in films, filmstrips or video

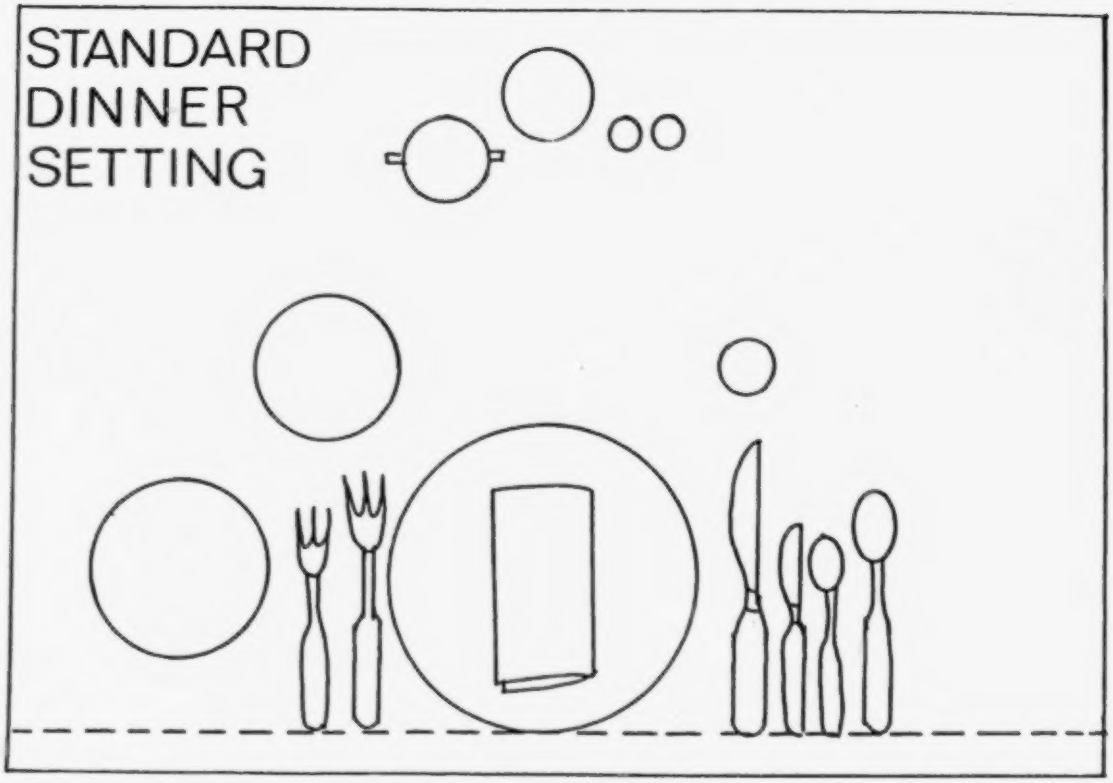
MAKING UP A COVER

cover



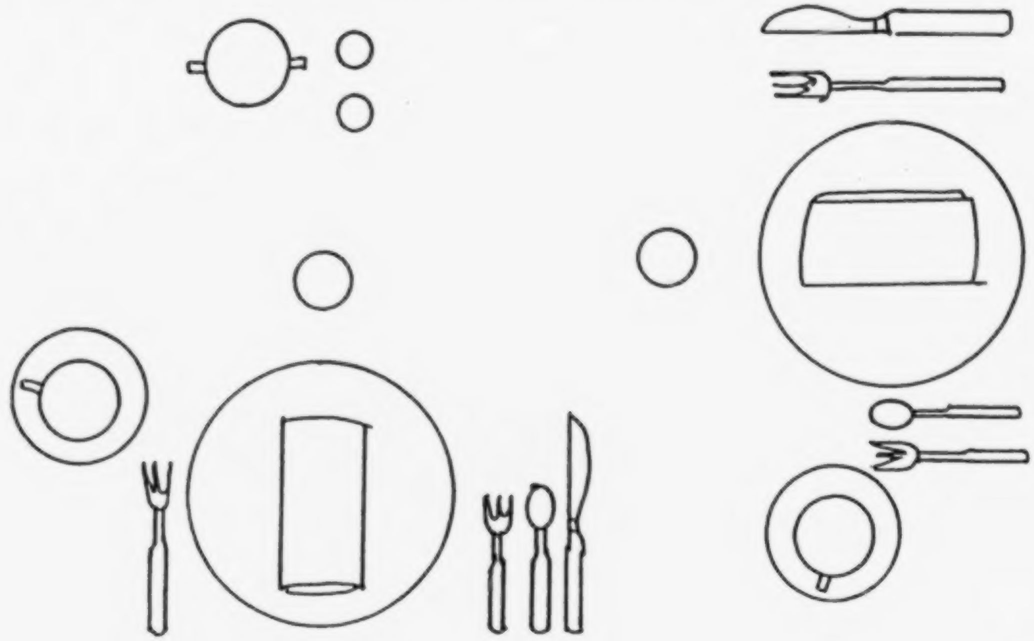
EDGE OF CLOTH

Standard Dinner Setting



STANDARD DINNER SETTING

What is wrong with this table setting?



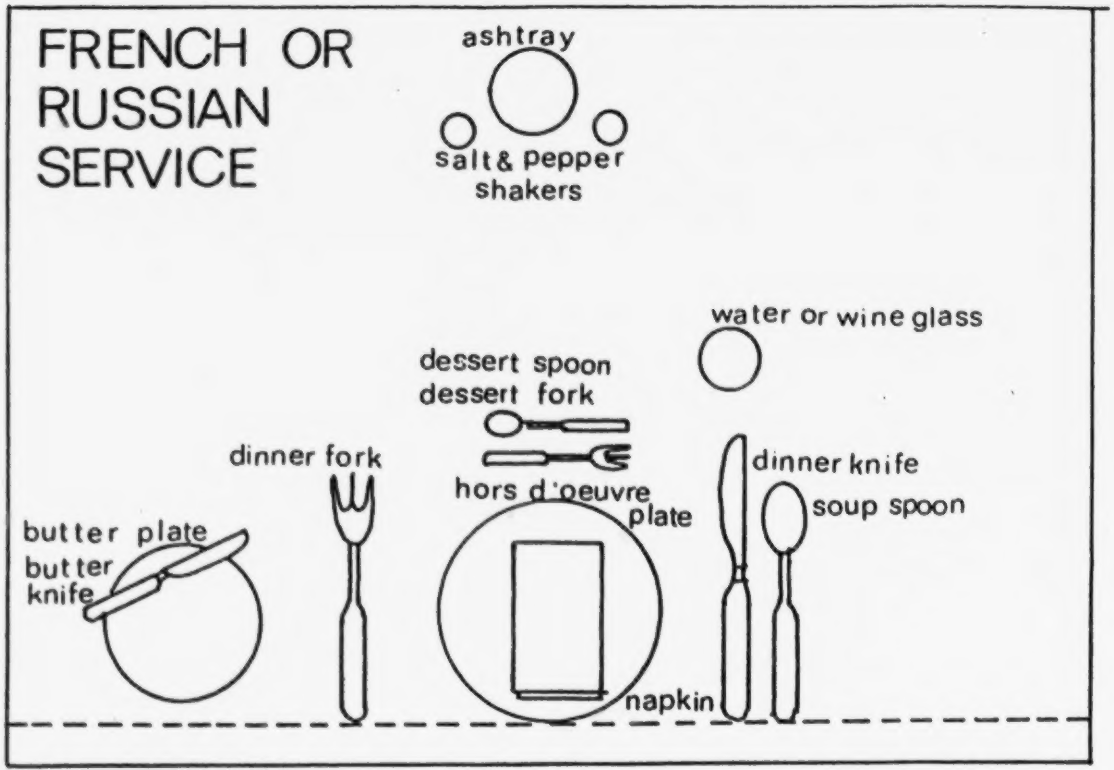
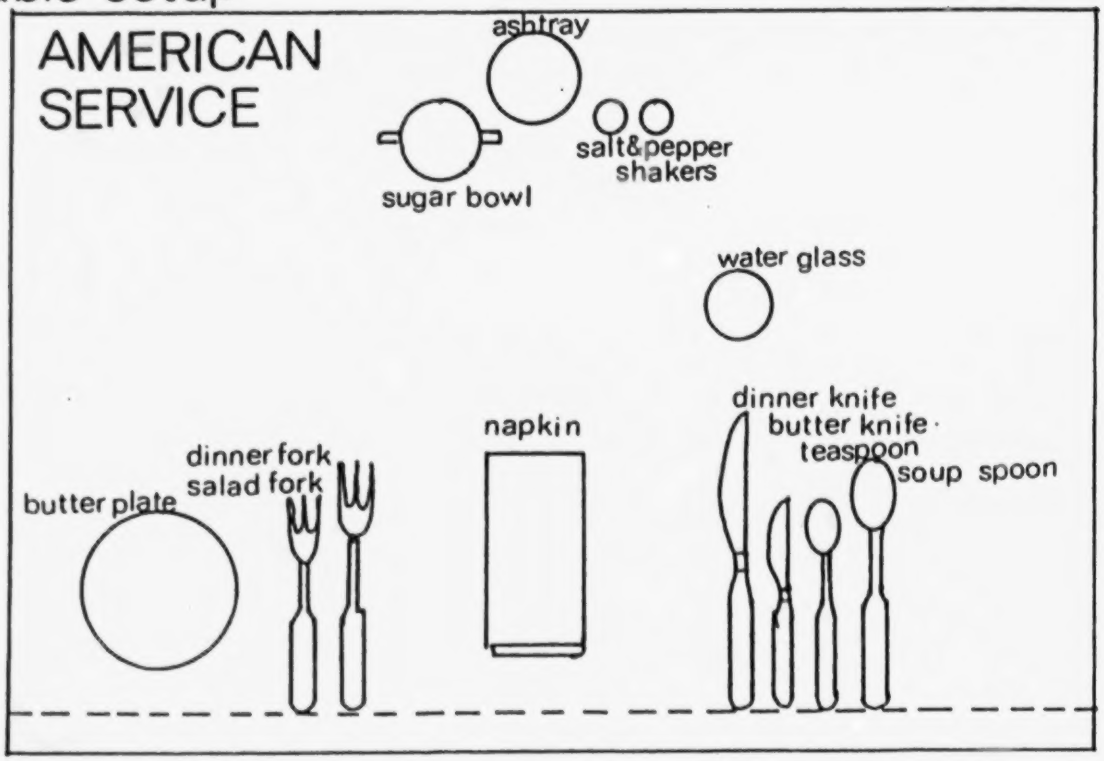

FRENCH OR RUSSIAN SERVICE
ashtray
salt& pepper shakers
water or wine glass
dessert spoon
dessert fork
dinner fork
dinner knife
hors d'oeuvre plate
soup spoon
butter plate
butter knife
napkin

Table setup


AMERICAN SERVICE
ashtray
sugar bowl
salt&pepper shakers
water glass
dinner knife
butter knife
teaspoon
soup spoon
napkin
dinner fork
salad fork
butter plate

SERVER EVALUATION

Did the Server?

1. Have a pleasant, refreshing attitude?
2. Seem interested in you as a customer?
3. Appear courteous?
4. Have skill in working?
5. Provide speedy service?
6. Seem friendly?
7. Take care of individual needs?
8. Appear well groomed?
9. Come to work clean?
10. Have on a clean uniform?
11. Have clean hands, mouth, and nails?
12. Wear little jewelry?
13. Avoid chipped or bright nail polish?
14. Wear trim shoes?
15. Wear hose without runs?
16. Smoke or chew gum on duty?
17. Work well with other employees?
18. Serve water or cocktail?
19. Ask "Would you like to order?"
20. Take orders in sequence?
21. Follow a definite procedure in taking the order?
22. Suggest specialties tactfully?
23. Carry the tray correctly?
24. Serve correctly and gracefully?
25. Check stations constantly?
26. Make out and present the check correctly?

TRAY HANDLING

Loading the tray:

1. Be sure tray is clean.
2. Place the larger, heavier plates and dishes in the center of the tray. Place lighter pieces toward the edges of the tray.
3. Do not place cups on saucers.
4. Do not let hot dishes touch cold dishes.
5. Turn the spouts of tea and coffee pots in and away from plates of food. Do not fill coffee and tea pots so full that they will leak from the spout.
6. Load the tray so that it is evenly balanced.

Lifting the tray:

1. Bend at the knees and lift the tray with the legs. Avoid lifting with the back.

Carrying the tray:

1. Carry the tray shoulder high. Avoid carrying the tray at waist level. Carrying the tray high forces the thighs, legs, shoulder, and arm to carry the weight, rather than forcing the back to carry it.
2. The shoulder can help carry the load if the tray is heavy.
3. Carry the tray with the palm of the hand flat against the bottom of the tray. Carrying the tray with the hand flat gives more control of the tray than carrying the tray on fingertips.

BASIC RULES FOR TABLE SERVICE

1. Serve all food from left, unless inconvenient for guest.
2. Serve all beverages from right. Fill water glasses 2/3 to 3/4 full.
3. Clear from right unless instructed to clear from left.
4. Do not stack plates or scrape plates in front of guest.
5. Never leave a guest's place bare--one course should follow another.
6. When replacing one course with another, remove from right with right hand, serve from left with left hand.
7. Serve hot foods first, then cold foods.
8. Serve everyone in the party the same course at the same time.
9. Crumbs, bread, and side dishes should always be removed before dessert is brought.
10. Fill water and beverage dishes, replace cutlery, clear away side dishes, bring bread, empty ash trays---before being asked.

STEPS IN SERVING

1. Place bread, butter, relish, and water on table.
2. Place appetizer in center of cover.
3. Remove first-course dish.
4. Place soup service in center of cover. Offer soup garnish.
5. Remove soup service.
6. Place salad served as garnish above place where main course dish will go.
7. Bring in plated entree (Am. plate service), or serve food from platter (French silver service), or fill plates from a wagon (wagon service) and place filled plates in center of cover.
8. Remove main-course dishes and set up in this order: relish dish, condiments, dinner plates, salad plates, vegetable dishes, and empty wine glasses, then extra silver.
9. Place salad served as separate course in center of cover, with fork at right.
10. Remove salad service.
11. Crumb table.
12. Place silver for dessert course to the right of cover.
13. Serve dessert in center of cover.
14. Remove dessert course.
15. Serve coffee.
16. Present check. Place face down on small change tray to left
17. Take customer's money to cashier, and return change on small change tray.
18. When guests rise to leave, come forward to help and see that nothing is left.
19. Remove tip and tray.
20. Clear table and relay table cloth if necessary.

SAMPLE GUEST CHECK

DATE	SERVER	STATION	NO. IN PARTY	No. 104

Sub Total		
Tax		
Total		

Problem Situation Skits

Elderly Person

Elderly Mr. Jones has been seated near the kitchen and complains to the server of noise and a draft. Mr. Jones is on a restricted diet and cannot eat both eggs offered on the breakfast menu. He complains of having to pay for an egg he can't eat.

1. Where should an elderly person have been seated? (Away from noise and drafts, but not in an isolated part of the dining room.)

2. What might be done to make up for the portion of the meal an elderly person or person on a restricted diet cannot have? (Offer larger portions of other items, if approved by management.)

Blind Guest

Mr. Wiggins, who is blind, arrives at your restaurant alone for dinner. You are the server. Offer Mr. Wiggins your arm and take him to his table being sure path is wide enough for two. Pull out his chair as you would for any other guest. Quietly remove the tall flower vase and any other clutter from the table or from reach. Offer Mr. Wiggins a menu. He may be able to see it. If not, quietly read it aloud without making any suggestions. Write down Mr. Wiggins special request that the meat be cut for him.

1. Why should blind guests not be treated like infants? (They got to your restaurant without undue assistance, and should be treated with dignity as any other guest.)

2. Why should you talk in a normal voice to a blind person? (Blind people often have a keen sense of hearing.)

Noisy Customers

It is late one evening. A large party has come for dinner. They talk loudly, laugh and seem to be disrupting the whole dining room. Guests at nearby tables seem annoyed. Call the situation to the attention of the manager.

1. Why should the server not try to quiet noisy customers? (Customers called down by a waiter seldom accept comment gracefully. Someone in a position of authority will have more success.)

Early Customers

Two business persons arrive before the dining room is open for the evening. Ask them if they would care to wait in the lounge until the kitchen is ready. They indicate this is not acceptable, so seat them in the dining room and offer a newspaper while they wait. They know they are early and politely wait until the staff is ready to serve them.

The Angry Customer

A gentleman dining alone calls the server to his table after the food has been served. He ordered his steak well done and it was served medium rare. He is understandably displeased. The dining room has been extremely busy and you think you may have been given him the wrong order. Express regret that the steak is undercooked and offer to return it to the kitchen to be cooked again. The man agrees.

When you return the steak, the man finds a small pink spot and again calls you to his table. This time he is really mad. He will not agree to allow you to return the steak again. Call the head server to talk to the man.

1. Why should the server be prompt in attending to complaints? (Often the situation can be corrected with no hard feelings if attended to promptly.)

2. Why should the server never "reason" with an angry customer? (His job is to serve the customer. If he cannot please the customer, whether the customer is right or wrong, he should call the head waiter.)

Children

The Shipman's and their small son, Stephen, are having dinner in the restaurant where you are. Discreetly move the ash tray out of little Stepen's reach. Take the order from Stephen's father. When Stephen says he wants a hamburger, look to his father for approval.

1. Why should the child's order be taken from the parent? (The parent is the host.)

2. If you cannot discreetly move items which might be knocked over, what should you do? (Leave them. It is easier to replace an ash tray than a customer.)

3. If the restaurant does not have children's portions, what should the server do? (He/She should not suggest them, but if they are requested he should check with supervisor.)

Server Role Playing Situation

Sue is a server at a local restaurant. She is tired today and is having to force herself to do things quickly. She takes an order to a table and can't remember which customer gets each order. She also finds that she had failed to specify which dressing one of the customers wanted on the salad. She apologizes and orders another salad for the customer. However, the customer has to wait at least fifteen minutes for the salad. She fails to refill their beverage glasses and does not offer to take a dessert order. After the customers leave, Sue finds a tip which is less than 10% of their bill. Sue thinks "Well, that's the last time I'll go out of my way to help those customers!"

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
10.1 Basic Principles of Cooking	
Describe what happens to food when it is cooked	Effect of heat on proteins coagulation connective tissue Effect of acids
	Effect of heat on carbohydrates caramelization gelatinization
	Effect of heat on fruit and vegetables Effect of sugar Effect of baking soda
	Effect of heat on fats melting and smoking points
Know ways in which heat is transferred to food	Heat transfer through conduction
	Heat transfer through convection natural, mechanical
	Heat transfer through radiation infrared, microwave
Ascertain differences between methods of cooking	Moist heat methods of cooking blanch boil braise poach simmer steam
	Dry heat methods of cooking bake broil griddle roast
	Dry heat methods of cooking that use fats saute pan fry deep fry
	Advantages and disadvantages of cooking methods

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
10.2 Thickening Agents	
Describe a roux	Roux is equal parts of fat and flour
	Reasons a roux thickens
	Types of roux white blond brown
Demonstrate how to make a roux	Making a roux
	Different fats that may be used
	Incorporate a roux into a product
Describe other types of thickening agents	Other common thickening agents beurre manie whitewash cornstarch arrowroot instant starches egg yolk and cream liaison
	Ingredients in each of these thickening agents
Identify appropriate uses for each of the thickeners	Uses appropriate to different thickeners
	Advantages and disadvantages of each
10.3 Herbs, Spices, Extracts	
Outline the difference between seasoning and flavoring	Definitions of flavorings and seasonings
	Examples of flavoring a food
	Examples of seasoning a food

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Identify the difference between herbs and spices	Definitions of herb and spice Examples of herbs and their uses Examples of spices and their uses Difference between dried and fresh herbs and spices
Describe an extract	Definition of an extract, common types Uses of an extract
Follow the correct storage procedure for herbs, spices, and extracts	Storage for spices, herbs and extracts
10.4 Garnishing	
Explain the importance of appearance of food	Reasons to arrange a plate must be attractively
Demonstrate the basic rules of plating food attractively	Basic rules of serving foods attractively color, shape, texture, flavor match portion size to plate size balance of portion sizes on the plate arrangement of food on the plate serve hot food hot and cold food cold make the garnish count
Define the term garnish	Definitions of garnish and garnishing Purposes of garnishing foods

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Describe techniques used in garnishing foods	Rules of simple plate garnish edible appropriate to the food planned into the plate layout not overly elaborate
Be familiar with the special tools used in garnishing	Tools specific to garnishing
Identify some common types garnishes used	Garnishes commonly used in quantity food production
Demonstrate some simple garnishes for plates	Simple plate garnishes radish rose mushroom caps pickle fans scallion brushes fruit slices, wedges
Be familiar with the art of garde manger as display for buffet or showpieces	Examples of buffets using garde manger and display showpieces Decorative foods and pieces, how they are used in show and buffets
Describe techniques used in ice carving	Methods of ice carving Ice sculptures are used functionally or decoratively in food service
Be familiar with the tools used in ice carving	Tools used in carving Creating ice carvings
Describe specialty garnishes and decorations used in advanced work	Definition of chaud froid and examples Definition of tallow work and examples Definition of pastillage and examples Definition of pulled sugar and examples

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity cooking

COMPETENCY	CONTENT
10.5 Fruits and Vegetables	
Identify common types of fruits and vegetables	Categories of fruits and vegetables leaf stem root tuber blossom fruit seed bulb Less common types of fruits and vegetables
Outline various forms in which fruits and vegetables are available	Purchasable forms of fruits and vegetables fresh frozen dehydrated canned freeze dried
Determine uses for various forms of fruits and vegetables	Uses that are appropriate to the purchasable forms of fruits and vegetables Nutritive value of the various forms of fruits and vegetables available
Know methods to clean fruits and vegetables	Importance of cleaning fresh foods Methods of cleaning different types of fruits and vegetables
Identify plant pigments in fruits and vegetables	Pigments found in fruits and vegetables chlorophyll carotenoids anthocyanins flavones
Discover effects of cooking on fruits and vegetables	Factors which effect results of cooking fruits and vegetables length of cooking time method of cooking use of additives

10. PRINCIPLES OF COOKERY

The principles and preparation
of quantity foods

COMPETENCY	CONTENT
Explain cooking principles applied to cooking fruits and vegetables	Changes that may occur as a result of cooking vegetables and fruits color texture shape temperature nutritive value
Demonstrate methods to prepare fruits and vegetables that will enhance flavor and nutrition	Principles of cooking fruits and vegetabl
Adapt method to reduce waste in preparation	Methods of peeling and coring Methods for storage of whole or prepared fruits and vegetables Examples of uses for the "scraps"
Identify ways to hold fruits and vegetables after preparation	Storage methods to retain quality after preparation
10.6 Salads and Dressings	
Identify the types of salads	Descriptions of the types of salads appetizer accompaniment main course dessert
Identify salad greens and other salad ingredients	Types of salad greens and common uses Fruits, vegetables, starches, and other ingredients that may be used in salads
Explain the parts of a salad	Parts of a salad base or underliner body garnish dressing

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Describe guidelines for producing different salads	Methods used when creating different types of salads vegetable salads gelatin salads green salads cooked salads fruit salad
Identify salad dressing ingredients	Ingredients used in salad dressings
Know the three basic types of dressing	Three basic dressings with examples French or oil and vinegar mayonnaise based cooked
Describe different types of emulsions	Concept of an emulsion Differences between permanent and temporary emulsions
Be aware of some emulsifiers	Properties of an emulsifier Ingredients that may be used as emulsifiers egg yolks paprika gelatin
10.7 Sandwiches	
Identify types of breads used in sandwiches	Types of breads and rolls commonly used in sandwiches
Identify types of fillings used in sandwiches	Types of fillings used in sandwiches meats and poultry cheese fish and shellfish mayonnaise based salads vegetable items

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Describe types of hot sandwiches	Names and descriptions of hot sandwiches Simple hot open faced grilled deep fried
Describe types of cold sandwiches	Names and descriptions of cold sandwiches simple cold multi-decker (club) open faced tea
Demonstrate ability to set up sandwich station and production line	Equipment needed for sandwich production Methods for efficient sandwich production
Explain a canape	Parts of a canape: base, spread, garnish Methods to make a canape
10.8 Stocks and Soups	
Identify the major stocks	Descriptions of white stock, brown stock, and fish stock
Identify the major ingredients in a stock	Bones for particular stock Stocks include a mirepoix, sachet, and sometimes an acid product
Explain a mirepoix	Mirepoix is basic flavoring to all stocks Mirepoix is a mixture of 2 parts onions to one part each of celery and carrots Cutting of the mirepoix is done according to the type of stock being made
Define a sachet	Sachet is a mixture of herbs and spices

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Describe the proportions of the major ingredients in each type of stock	Basic recipes for the proportions of major ingredients in a stock
Outline basic methods used in the production of stocks	Basic methods of cooking bones for a stock Skimming and cooling of the stock
Explain a convenience base	Qualities of convenience bases Use of a convenience base
Compare a convenience base to a stock from scratch	Quality of stocks and bases
Identify the major types of soups	Major categories of soup types clear thick specialty
Outline and give examples of each type of soup	Clear soup is clear and unthickened broth,bouillon vegetable consomme Thick soups are thickened by roux or additional ingredients cream puree bisque chowder potage Specialty soups and national soups cold soups soups with special ingredients (gumbo) soups associated with a certain country

COMPETENCY	CONTENT
Describe steps in the preparation of soups	Preparation of clear soups clarification process Preparation of cream soups thickening methods Preparation of puree soups pureeing process
Identify proper portion sizes for soups	Appetizer portion 6-8 ounces Main course portion 10-12 ounces
Demonstrate proper methods of serving soups	Hot soups in hot cups or bowls Cold soups in chilled bowls Use of soup garnishes
10.9 Sauces	
Describe how a sauce is made	Liquid + thickening agent = leading sauce
Identify the basic sauces	Basic sauces and descriptions of each bechamel (cream) veloute (chicken, fish, veal) espagnole (brown) tomato hollandaise (butter)
Recognize the basic formulas for each of the leading sauces	Milk + white roux = bechamel White stock + white/blond roux = veloute Brown stock + brown roux = espagnole Tomato plus stock + optional roux = tomato Butter + egg yolks = hollandaise

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Identify small sauces from of the leading sauces	Small sauce is a variation on a leading sauce Each leading sauce has small sauces some are derived from secondary leading sauces
Know the standards of quality in sauces	Standards of quality consistency and body flavor appearance
10.10 Beef, Lamb, Pork	
Identify meats commonly used in the food service industry	Commonly used meats beef - steers veal - young cattle lamb - young sheep pork - hogs
Explains the relationship of age, care, and feeding the quality of the meat	Age and care effect quality
Explain what connective tissue is	Muscle fibers are bound by two types of connective tissue Elastin is found in older animals and must be tenderized by mechanical means Collagen may be tenderized by moist heat
Interpret the United States Government grades for meats and characteristics thereof	Grading is a quality designation, indicated in a shield stamp Grading system for beef, veal, lamb, pork
Indicate the significance of the U.S.D.A. inspection stamp	Inspection stamp is a guarantee of wholesomeness not quality It is indicated by a round stamp

10. PRINCIPLES OF COOKERY

The principles and preparation
of quantity foods

COMPETENCY	CONTENT
Recognize the composition of meat and function of the parts	75% of muscle tissue in meat is water, influencing shrinkage
	20% of muscle tissue in meat is protein, influencing coagulation and toughening
	Up to 5% of muscle tissue in meat is fat, influencing marbling
	Marbling effects the juiciness, flavor, and tenderness of the meat
Describe the basic cuts	Purchasable cuts of meat carcasses partial carcasses (sides, quarters) primal (wholesale) fabricated
Identify bones structure in relation to the cut	Similarities and differences of animal bone structure
	Specific bones have definite shapes
	Location of a cut of meat has a direct relationship to tenderness
	Bone structure will indicate how to carve
Differentiate less tender cut from tender cuts	Quality of the cut determined by: the shape of the bone part of the animal getting exercise size of the piece of meat amount of marbling
Recognize variety meats	Variety meats liver heart kidneys tripe tongue sweetbreads
Identify common methods to prepare and serve variety meats	Methods to prepare variety meats

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Explain the effect of cooking on meats	Heat of cooking effects tenderness may tenderize connective tissue may toughen protein
Select the appropriate cooking process to the cut of meat	Types of cooking processes used on meats Dry heat methods for tender cuts Moist heat methods for less tender cuts
Discover how tenderizing effects the final product	Processes used to tenderize tenderizers (enzymes) pounding cutting or cubing acids aging
Conclude how the cooking method used will effect the quality of the final product	Principles of heating, methods of cooking, process of tenderizing, and cut of meat all impact on the final product
Outline criteria a food establishment would consider in purchasing cuts of meat	Considerations when purchasing cuts of meat all cuts and trim be utilized meat cutting skills of employees work and storage space obtaining the best cost per portion after labor costs
Know methods to test for doneness in meats	Methods to test for doneness color internal temperature touch time weight ratios
Describe proper storage methods for meats	Safe and proper ways to refrigerate, freeze, and thaw meats

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
10.11 Poultry	
Describe the market forms for the purchase of poultry	Market forms of poultry dressed live ready to cook chilled frozen
Explain the classifications of poultry	Kind of species (chicken, duck, turkey) Class or division depends on age and sex
Outline the classes of poultry and quality factors	Class of poultry and description of each Chicken rock cornish game broiler or fryer roaster capon hen or fowl cock or rooster Turkey fryer or roaster young turkey old turkey Duck broiler or fryer roaster mature duck
Outline the relation of age, care, and feeding to quality	Age and care effect quality
Summarize the differences of light and dark meat in poultry	Light meat - breast and wings less fat less connective tissue cooks faster Dark meat - legs more fat more connective tissue takes longer to cook

10. PRINCIPLES OF COOKERY

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COMPETENCY	CONTENT
Interpret U.S.D.A. grades for poultry and characteristics thereof	Grading is a quality designation, indicated by a shield stamp Grades of poultry based on: shape of the carcass amount of flesh amount of fat pinfeathers skin tears bruises
Indicate the significance of a U.S.D.A. inspection stamp	Inspection stamp is a guarantee of wholesomeness not quality It is indicated by a round stamp and required by federal law
Demonstrate the effect of cooking on poultry	Heat of cooking affects tenderness may tenderize connective tissue may toughen protein
Adjust the appropriate cooking process to the class of bird	Types of cooking processes used on poultry Dry heat methods for tender classes of poultry Moist heat methods for less tender classes of poultry
Outline how the cooking method used will affect the quality of the product after cooking	Principles of heating, methods of cooking, and class of bird all impact on the final product
Determine criteria a food establishment would consider when purchasing different market forms of poultry	Considerations when purchasing market forms of poultry

COMPETENCY	CONTENT
Demonstrate ability to cut a whole bird in quarters,	cutting a whole bird Boning a bird
Explain methods to test for doneness in poultry	Methods to test for doneness internal temperature looseness of joints clear juices firmness to the touch
Identify proper storage methods for poultry	Safe and proper ways to refrigerate, freeze, and thaw poultry
10.12 Fish and Shellfish	
Know the classification of seafood and fish	Classification of seafood saltwater fish - flat fish saltwater fish - round fish freshwater fish mollusks crustaceans
Describe the market forms for the purchase of seafood and fish	Market forms of fish fresh frozen canned smoked salted pickled whole drawn dressed steaks fillets sticks Market forms of crustaceans fresh canned frozen Market forms of mollusks fresh fresh opened canned frozen

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Outline the signs of freshness in seafood and fish	Signs of fresh fish mild odor firm flesh red gills clear shiny eyes tightly adhering scales Signs of fresh mollusks and crustaceans tightly closed alive
Determine ways in which the composition and structure of fish affects cooking	Fish has little connective tissue fish cooks very quickly cooked fish must be handled carefully fish is naturally tender
Adjust the appropriate cooking process to the type of fish	Lean fish are low in fat Methods to use when cooking lean fish Fat fish are those high in fat Methods to use when cooking fat fish
Conclude how this cooking method used will affect the quality of the product after cooking	Principles of heating, methods of cooking, and type of fish all impact on the final product
Explain methods to test for doneness in fish	Methods to test for doneness fish flakes easily color is opaque shells are open
Select proper storage methods for fish and shellfish	Safe and proper ways to refrigerate, freeze, and thaw fish and shellfish

10. PRINCIPLES OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT	
10-13 Grain Products		
Know the types of rice	Types of rice milled white rice enriched rice long, short grain	 converted instant brown
Identify other grains that are prepared like rice	Grains prepared like rice wild rice cracked wheat	 barley
Determine the ways to cook rice and related products	Methods of cooking rice Boiling and steaming Pasta method Pilaf method	
Identify proper storage method for rice	Storage of rice and grain	
Know the different types of pasta	Types of pasta Macaroni, egg pasta	
Identify shapes of pasta and their uses	Shapes of pasta and common uses	
Describe methods to cook pasta	Methods to cook pasta boiling, steaming	
Determine tests for doneness	Doneness of pasta, al dente	

10. PRINCIPLE OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
10.14 Breakfast Items	
Recognize the uses of eggs in meal preparation	Eggs may be served for breakfast, lunch and dinner. Eggs may be used in baked products, sauces, and for coatings on products
Identify the basic forms of eggs used in commercial food preparation	Forms of eggs available fresh, frozen, dried, liquid whole, whites, yolks
Label the parts of eggs	Parts of the egg: yolk, thick white, thin white, shell, air cell, chalazae Composition of the egg in relation to freshness
Define difference in egg grades and egg size	The U.S.D.A. grading standards for eggs AA, A, B Eggs are grouped for sale by size jumbo 30 oz. ex. large 27 oz. large 24 oz. medium 21 oz. small 18 oz. peewee 15 oz.
Explain the proper storage methods for eggs	Proper storage of eggs: best kept at 36° F , store in the carton
Outline the general methods of cooking that apply to eggs	General cooking methods: Avoid high temperatures, avoid long cooking times
Identify popular egg dishes produced in food service	Popular egg dishes: cooked in the shell, poached, fried, shirred, omelet, souffle scrambled, quiche, eggs benedict
Describe preparation methods for basic egg dishes	Preparation methods for the basic egg dishes
Describe methods to make pancakes and waffles	Forms of available breakfast foods: from scratch, frozen ready made, pancake or waffle mix, Basic biscuit mix

10. PRINCIPLE OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Define breakfast meats	Forms of meats: bacon, ham, sausage
Cook breakfast meats	Cooking methods and general rules: use a low temperature, consider shrinkage factors
Define types of milk	Forms of milk available: pasteurized raw homogenized certified evaporated lowfat condensed skim, nonfat non fat dry whole dry
Define types of cream	Forms of cream available: whipping light heavy half and half
Define fermented milk products	Formation of fermented product Forms of fermented products: yogurt sour cream buttermilk
Discover problems encountered in cooking with milk products	In milk cookery guard against: scorching and curdling
Use proper methods to whip cream	Method of whipping cream
Identify the basic types of cheese	Categories of cheese: bacteria ripened from the inside Cheddar, Swiss, Gouda bacteria ripened form the outside Limbuger, Liederkranz mold ripened from the inside Blue cheese, Roquefort mold ripened from the outside Brie, Camembert unripened Cottage, Cream, Bakers

10. PRINCIPLE OF COOKERY

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of quantity foods

COMPETENCY	CONTENT
Cite examples for uses of cheese in cookery	Uses of cheese in cooking
Identify proper storage techniques for cheese	Storage methods for cheese
Identify proper techniques of cheese cookery	General rules of cheese cookery: use temperatures,and short cooking times
10.15 Principle of Baking	
Define gluten	Gluten is the protein in the flour
Differentiate between types of flours	Types of flours: all purpose bread whole wheat cake pastry rye
Describe the types of sugars used in baking	Types of sugars: granulated brown confectionaries molasses corn syrup honey malt
Know the function of flour in a baked product	Function of flour and relationship to gluten development
Know the function of fats or shortening in a baked product	Function of fats: tenderize and soften add moistness and richness, add flavo: increase keeping quality
Know the function of liquid in a baked product	Liquid to develop the gluten and contribute to leavening
Know the function of salt	Function of salt: strengthens the glu: growth
Know the function of eggs in a baked product	Functions of eggs: provides structure, leavening, moisture, flavor, color, emulsifies fats, shortening action
Know the function of sugar in a baked product	Functions of sugar: add sweetness, gl' color, create tenderness and texture, act as a creaming agent

10. PRINCIPLE OF COOKERY

The principles and preparation of quantity foods

COMPETENCY	CONTENT
Define leavening agent	Process of leavening and the function in baking
Give example of leavening agents and how they work	Types of leavening agents: yeast, baking soda, baking powder, baking ammonia
Preform the basic process of baking	Stages of the baking process: formation of gases trapping of gases in the air cells coagulation of proteins gelatinization of starches partial evaporation of the water melting of the shortening browning of the surface

10.16 Quick Breads and Cookies

Identify food products that are considered quick breads	Products that are quick breads
Explain the steps in the preparation of a quick bread	Methods of mixing: biscuit and muffin
Identify types of quick bread	Types of doughs: soft dough, pour
Explain gluten development in quick breads	Gluten development in bread: knead only lightly, mix as little as possible, overmixing causes tunneling
Label the basic types of cookies	Types of cookies: dropped rolled molded icebox sheet bar
Describe the steps in cookie preparation	Basic methods of mixing and baking cookies for the different types

10. PRINCIPLES OF COOKERY

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COMPETENCY	CONTENT
10.17 Yeast Products	
Outline the steps in yeast dough production	Steps in yeast dough production scaling instructions mixing fermentation punching scaling rounding benching makeup and panning proofing baking cooling storing
Explain how to preform the steps in dough production	Each part of the mixing process as an separate process
Describe how the yeast makes the product rise	Principles of yeast baking and the importance of temperature
Explain the tests for doneness of yeast products	Doneness test for breads: Bread hollow sounding, color golden brown
Know some basic faults and causes of problems in yeast bread	Basic problems encountered when baking breads and the possible causes
Give examples of make up techniques for yeast breads	Make up methods that can be used to give make the bread attractive
10.18 Cakes	
Identify the basic types of cakes	Types of cakes:butter and foam type
Explain the methods of mixing cakes	Methods of mixing cakes: creaming, foaming, two stage, and sponge methods
Follow pan preparation and baking methods	Methods of baking, cooling and removing cakes from pans
Know doneness tests for cakes	Methods of testing a cake for doneness
Describe common cake faults and the possible causes	Common problems in cake production and the possible causes

COMPETENCY	CONTENT
Give the functions of frosting	Functions of frosting: improve keeping quality, contribute to flavor and richness, improve appearance
Outline the types of cake frosting	Six basic icings: fondant, flat type, foam type, fudge type, buttercream, royal
Identify the basic methods to mix frosting	Methods of making frosting and uses
List the basic steps in cake decorating	Basic steps in decorating: crumb, level, ice the center, ice top and sides
10.19 Pies and Pastry	
Define types of pastry dough	Types of pastry dough: flaky, mealy
Identify quality characteristics of pastry	Characteristics of good quality crust
Explain the methods of preparing pastry	Methods of preparing pastry dough: cold water, hot water, oil method
Demonstrate the methods to assemble a pie crust	Assembling a crust: rolling out, edge treatments, putting on the top
Give examples of fillings	Different fillings and production
Define and give uses for meringue	Types of meringue: common, Swiss, Italian
Explain methods to make meringue	Methods to make meringue: hard, soft
Select quality standards used for meringues	Standards for meringues: soft - will not weep, light brown, no cracks or beads of syrup hard - not gummy or tough, stiff

10. PRINCIPLES OF COOKERY

The principles and preparation
of quantity foods

LEARNING EXPERIENCES

10.1
Observe the effect of heat on coagulation.

Observe a demonstration of the difference between cooking time in the microwave, convection, and conventional oven.

View films on various types of heating methods.

Brainstorm to list the appropriate cooking method for different types of foods.

10.2
Observe a demonstration on how to make a roux.

Observe a demonstration on using different thickening agents.

Practice making a roux.

10.3
Choose an herb or spice. Do a report on the origins and characteristics of the spice. Create a dish with the spice and serve it to the class.

Assist in making a bulletin board with samples of herbs and spices.

Grow an herb garden or a window garden in classroom or school yard.

Identify spices and herbs in a lab by sight and small.

View pictures of herbs and spices, identify them by the photo.

Watch a demonstration on the proper care and storage of spices.

10.4
View a bulletin board with a variety of ungarnished dishes. Add cut out pictures of garnishes that would improve the dish.

Study charts that show what types of garnishes are appropriate for certain foods.

Observe a demonstration on garnishing by a caterer, professional chef, or the U.S. Army Culinary Team.

Choose a garnishing technique. Describe the techniques to the class and demonstrate it. Video tape the demonstration.

LEARNING EXPERIENCES

Practice creating different garnishes.

Prepare for the HERO Garde Manger Skill Event.

Each student select a specific garnishing tool to describe and demonstrate to the class.

Observe demonstrations by guest speakers who are expert in the following areas: Chaud Froid, Tallow work, Pastillage, Pulled Sugar.

Observe a demonstration on ice carving.

In groups practice doing small ice carvings.

10.5

Brainstorm to list as many vegetables as possible. Group them into the major categories of vegetables.

Taste and examine unusual fruits and vegetables. Practice identifying these items.

Brainstorm to come up with the varieties of purchased forms of fruits and vegetables.

Watch a demonstration on cleaning fruits and vegetables.

Observe a demonstration on methods to prevent waste and reduce work when dealing with fruits and vegetables.

Brainstorm methods of cooking vegetables in quantity.

Experiment in cooking different types of vegetables.

Each class member chooses a vegetable and describes how to hold it for service.

Experiment on preventing discoloration by using lemon juice or acids.

10.6

Observe a display of salad greens and identify each by name.

Observe a demonstration on washing techniques of salad greens.

Observe pictures of salads and group them into basic salad categories.

LEARNING EXPERIENCES

Observe demonstrations on the preparation of basic salad types. Discuss salad standards.

Make a poster that outlines the steps in salad preparation.

Design a score card to be used in judging salads.

Make a chart to match salads with the appropriate dressings.

Divide the class into groups. Each group give a demonstration on the preparation of one of the basic salad dressings and mayonnaise.

10.7

Categorize sandwiches from menus of area restaurants into types.

Watch a demonstration on the preparation of basic sandwich fillings.

Take part in a sandwich assembly line.

Observe a display of types of sandwich breads, identify them by proper name.

Watch a demonstration on making canapes.

10.8

Observe a demonstration on making a stock form scratch.

Observe a demonstration on the use of a convenience base.

Participate in a blindfold taste test of canned broth, bullion, powdered broth, and homemade. Determine one form from the other and compare the differences.

Make a mirepoix and a sachet for the preparation on stocks.

Using cut out pictures of soups categorize them into the basic types of soups.

Report on methods to make a particular soup or demonstrate the making of the soup.

Observe the process of clarification.

LEARNING EXPERIENCES

10.9

Observe a demonstration on making each mother sauce.

Working in groups report on one of the basic sauces, its uses, how its made, and demonstrate the production to the class.

Cut out pictures of different sauces on foods identify them and create a bulletin board.

Brainstorm a list of sauces and give their common uses.

Participate in a tasting lab on sauces.

Make a check list to use in judging the quality of sauces.

10.10

Observe or help to create a bulletin board to depict meat cuts and identify the cuts by name.

Observe a meat cutter demonstrating how to carve a large cut of meat.

Scan menus from area restaurants. Identify the cut of meat being served.

Tour a meat market to learn about large food service cuts of meat.

Brainstorm proper cooking methods to use based on the cut of meat.

Working in groups take a foodservice cut of meat and cook it by several methods. Evaluate which methods is the best for the cut.

Create a chart to indicate the cut of meat and the best cooking method to use for each cut.

Listen to a federal meat inspector speak about the grading and inspection process.

Identify and label actual cuts of beef.

Observe a display of variety meats. Identify the different types.

Cook cuts of meat and practice testing for degrees of doneness.

LEARNING EXPERIENCES

10.11
Create a bulletin board to depict different types of game or poultry.

Watch a demonstration on how to cut a whole bird.

Brainstorm cooking methods to use with different classifications of birds.

Create a chart that outlines the different types of birds and the best cooking method to use for each class of bird.

Watch a demonstration on how to bone a bird.

10.12
Cut out pictures of fish and classify them into groups.

Brainstorm the market forms of fish and shell fish,

List types of fish into the categories of fat and nonfat. Describe the cooking methods suitable for each.

Create a bulletin board with pictures of fish and their common names.

Listen to a speaker discuss methods to store, clean, and prepare fish.

10.13
View a display of pasta products and names.

Create posters showing how to cook pasta.

Prepare rice using a number of different methods and compare the results.

10.14
Display the forms of eggs available for use in foodservice.

Break each egg onto a plate and observe them for different degrees of quality.

Prepare eggs by different methods. Compare the quality of the finished products. For example poached in a microwave, on the stove or in the oven.

View a bulletin board and match the pictures of the egg dishes to the names.

LEARNING EXPERIENCES

Each student prepare a type of egg dish.

Observe an egg on a plate, identify the parts of the egg.

Break open eggs in different size categories. Weigh the eggs to see the differences in weight.

Taste and examine different forms of milk (lowfat, skim, dry). Name uses for each form of milk.

Participate in a tasting lab of unusual cheeses.

Observe a display of cheese and identify names of each by sight, smell, and taste.

View a bulletin board of cheese that is classified into categories.

10.15
View a display of types of flour by touch and sight. Differentiate between them.

Prepare baked products leaving out or reducing ingredients such as salt, sugar or leavening. Discuss the affect that the reduction had on the baked good.

Create a bulletin board to outline the steps of the baking process.

10.16
Create a checklist for evaluating quick breads or cookies.

Make a chart that outlines some of the problems with a quick bread and the possible causes.

Watch a demonstration on the preparation of quick breads. Identify the mixing methods used in production.

LEARNING EXPERIENCES

10.17

Make a chart that outlines the steps in yeast dough production.

Listen to an explanation and observe a demonstration on how yeast acts as a leavening agent.

Observe a demonstration on making yeast bread.

Students work in groups each making the same bread recipe. Each group has a different rising time they must use ranging from too much time to not enough. Examine the breads and observe what the rising time did to the final product.

Each team of students make a yeast product using a different yeast production method.

10.18

Create a bulletin board to show many cake decorating ideas.

Make a chart that outlines some common problems with cakes and the causes.

Practice for the HERO Cake Decorating Skill Event.

10.19

Watch a demonstration on making a pie crust.

Each student practice making pie crusts, putting together tops and edgings.

Watch a demonstration on making meringue.

Work in groups making different types of pies. Report to the class the method used for the production.

The Principles and preparation
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TEACHING MATERIALS

Media *

"Beef filmstrips kit"
"Pork filmstrip kit", National Livestock and Meat Board

"Celebrate with Cake"
"Homemade Breads"
"Cookie Craft"
"Biscuits, Plain and Fancy"
"Flair with Frostings and Desserts"
"Easy as Pie", General Mills

Multiple titles are available on almost all the principles and preparation discussed from the following film companies:

Prentice Hall Media
National Educational Media
Continental film Productions

Computer Applications

"Principles of Quick Bread Preparation"
"Principles of Vegetable Cookery"
"Principles of Egg Cookery": Orange Juice Software System,
Exar Communications - Apple 2, 2e, 2c

* most of the following materials are available in films, filmstrips or video

11. MANAGEMENT: LEADER EFFECTIVENESS

Application of leadership effectiveness to food service

COMPETENCY	CONTENT
11.1 Management Qualities	
Explain the importance of a healthy relationship between employees and employer	Healthy relationships are accomplished through the following: engaging in team work sharing responsibility showing consideration accepting rules and regulations respecting property following instructions demonstrating efficiency
Explain the responsibilities and functions of management	Overall responsibilities of management: build a positive climate plan and organize work set and maintain standards develop new ideas show personal interest in the employees maintain records of finance, hiring, firing, rewards, discipline
Define management styles that are relevant to food service	Psychology of management styles human relations management humanistic management participative management theory X theory Y management
11.2 Communication	
Recognize the importance of good communication in management	Communication is two way interaction Communication provides many obstacles that must be overcome Good communication is essential to directing people in work Effective listening is an important component of good communication

11. MANAGEMENT: LEADER EFFECTIVENESS

Application of leadership effectiveness to food service

COMPETENCY	CONTENT
Explain leadership by objectives as an important concept	Objectives are important in clearly defining a job
	Objectives help the manager to analyze the work that is done
	Objectives help to develop an entire system to manage work
11.3 Leadership Duties	
Describe the selection and recruitment process	Places to recruit employees
	Methods to identify labor needs
	Screening and evaluation of employees
	Recruitment without discrimination
Explain the importance of employee training to the whole organization	Benefits of comprehensive training
	Essential element of a training program
Explain the relationship between good leadership and training	Benefits are recovered through on the job performance
	Training leads to fair evaluation methods
Explain why the delegation of duties is important in the food service industry	Delegation benefits the supervisor, employees and the operation
	Essential steps to make delegation a success
	Reasons why delegation of duty may be a a big problem in food service
Describe why employee motivation is essential to a food service operation	Motivational theories for employees
	Motivational problems in the restaurant industry, burnout

Application of leadership effectiveness to food service

LEARNING EXPERIENCES

Role play situational relationships in a work environment

Role play management situations where two managers oppose each other. For example one manager displays theory X management style, the other theory Y management style. Class observes and speculates what would happen to the employees in such a case.

Read and discuss case studies dealing with the lack of delegation and the problems it may create in a restaurant

Read a description of a restaurant or use a familiar establishment in the area and create a training program for the restaurant

Each person in the class write a job description for a different job in the restaurant

Role play an interview situation for a particular position. One member of the class is the applicant the other is the manager.

View filmstrips dipicting leadership issues in management

Complete individual or group decision making exercises (Values Clarification)

TEACHING MATERIALS

Media *

"Eye of the Supervisor"
"The Training Memorandum"
"The Supervisor-Motivating through Insight"
"Flight Plan"
"Delegate- Don't Abdicate"
"The Time Game"
"The Peter Hill Puzzle"
"Problem Solving for Management"
"Profile of a Manger"		National Education Media

"Supervision Training Series", Continental Film Productions

Computer Applications

"Can I - Can You?", Micro Power and Light Co. - Apple 2

Values Clarification

book of values clarification exercises
"Values Clarification"; Simon, Howe, Kirschenbaum
A and W Publishers, New York, New York 1978

* most of the following materials are available in films, filmstrips or video

12. MANAGEMENT: FOOD SERVICE CONTROLS

Application of controls and standards to the food industry

COMPETENCY	CONTENT
12.1 Cost Control	
Illustrate the meaning of food service controls	Various aspects of a control system May include budget, cost, sales, labor, standards, and quality
Explain the importance of cost control in food service	Control systems regulate costs in general Controls guard against excessive costs Establishment's profits depend upon controlling the costs
Describe important factors in using a cost control system	Factors involved in creating systems of control include: establishing standards and procedures setting good examples proper training keeping reports and records observing the procedures used
12.2 Food Cost Control	
Define food cost	Variations on the term "food cost": food cost percentage, cost of food consumed, cost of the food used
Identify methods of food cost control	Methods of food cost control vary according to the situation Daily food cost versus cumulative food cost (monthly/weekly) Food cost by book inventory versus actual inventory
Demonstrate the use of food cost control formulas	Examples of simple food cost formulas

12. MANAGEMENT: FOOD SERVICE CONTROLS

Application of controls and standards to the food industry

COMPETENCY	CONTENT
12.3 Labor Cost Control	
Define labor cost	Methods to define the cost of personnel
	Labor cost is not only controlled by the actual hourly wage
Identify methods of labor cost control	Items that may impact on the labor costs legislation contracts/ employee turnover gross sales equipment available/ location menu/ type of service used hours of operation management ability/ scheduling
Explain the importance of labor cost in food service	Staff hours in relation to the profit margin of the establishment
	Relationship between person hours and the number of covers served
	Relationship between the style of restaurant and the labor cost
Demonstrate the use of labor cost control formulas	Examples of simple labor cost formulas

Application of controls and standards to the food service industry

LEARNING EXPERIENCES

Calculate food cost percentages using fictional numbers, actual figures from a local establishment, or from the school program.

Calculate labor cost percentages using fictional numbers or from an area establishment.

Read and discuss case studies on labor and food cost control.

Brainstorm ways to accomplish cost controls.

Read and discuss case studies on quality control.

Compute prices of menu items to cover costs of operations and turn profits for the establishment.

Complete a checklist to control food costs.

Discuss the desired cost percentages to operate a restaurant in order to show profits.

View films on cost control.

Use restaurant computer systems on cost control management systems, or view demonstration programs of computer systems.

TEACHING MATERIALS

Media *

"Controlling Food Costs", Prentice Hall Media

Computer Applications

"Survival Math", Sunburst Communications - Apple 2

"Computer Cost Study Program", Clo Wiltse - Apple 2

"Food Cost Explosion System", Bottomline Software - Apple 2, IBM

"Menu Cost", Foodservice Software - Apple 2, 2e

There are many restaurant computer management systems available Two examples are listed below

"Food Production Management Systems", The Cbord Group - IBM PC

"Cook Ware", Computran Systems Inc - IBM PC

Cost Control Formulas

Simple formulas for cost control are on the next page. These formulas do not include methods to calculate waste percentages. There are many methods to calculate cost percentages, these formulas have been simplified for the high school student.

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* most of the following materials are available in films, filmstrips or video

FOOD COST FORMULAS

Formula to find:

The food cost percent on one item	$\frac{\text{COST OF THE ITEM}}{\text{SELLING PRICE}}$	= YOUR FOOD COST %
The food cost percent of total sales	$\frac{\text{TOTAL FOOD COST}}{\text{FOOD SALES}}$	= FOOD COST %
The beverage cost percent of total sales	$\frac{\text{BEVERAGE COST}}{\text{BEVERAGE SALES}}$	= BEVERAGE COST %
The labor cost percent of total sales	$\frac{\text{LABOR COST}}{\text{TOTAL SALES}}$	= LABOR COST %
A desired selling price for an item	$\frac{\text{FOOD COST}}{\text{\% DESIRED FOOD COST}}$	= THE SELLING PRICE
Price of the average sale	$\frac{\text{TOTAL DOLLAR SALES}}{\text{TOTAL NUMBER OF COVERS}}$	= AVERAGE SALE
Food cost for a longer period of time	Opening Inventory + Purchases Total available food - Closing inventory = Cost of the food	

Developed by Jayne Bartkowski

FOOD AND LABOR COST SHEET

OBJECTIVE:
TO UNDERSTAND USE
OF FOOD COST SHEET

ACCOUNTING PERIOD______________ BY________________________

BEGINNING INVENTORY ________________

PLUS PURCHASES ________________

LESS CREDITS DUE ________________

NET PURCHASES ________________

TOTAL ________________

LESS ENDING INVENTORY ______________

COST OF FOOD SOLD ________________

AMOUNT OF SALES FOR PERIOD ________________

TO FIND THE FOOD COST DIVIDE TOTAL COST OF FOOD BY AMOUNT OF SALES.

TO FIND THE LABOR COST TAKE TOTAL PAYROLL FOR SAME PERIOD AND DIVIDE BY TOTAL SALES.

FOOD COST________%

LABOR COST________%

COMBINED ________%

[redacted]

CHECKLIST

(Controlling Food Costs)

Food costs typically are determined by the following factors:

1. Purchase price of food.
2. Portion size to be served.
3. Price paid by customer.

Are the following methods used to control food cost and keep food prices down?

		YES	NO
1.	Established a standard food percentage...usually lower than 70 percent of sales dollar.	☐	☐
2.	Uses standard portions for all menu items. Adjusts prices for variations.	☐	☐
3.	Computes the unit cost of standard portions based on standard recipes.	☐	☐
4.	Bases menu prices on unit costs and the established standard food cost percentage.	☐	☐
5.	Reviews food costing method typically used to determine if it is working effectively.	☐	☐

Are food costs controlled by the following methods?

1.	Keeps records of menus served.	☐	☐
2.	Inventories foods.	☐	☐
3.	Reviews records of market orders and requisitions.	☐	☐
4.	Reviews labor costs.	☐	☐

13. MANAGEMENT: PURCHASING, RECEIVING, STORAGE

Standards for purchasing and receiving in food service

COMPETENCY	CONTENT
13.1 Purchasing	
Cite procedures used for purchasing goods	Procedures for purchasing include determining the food on hand,calculating the food needs and ordering
	Economical quantities must be used
	Determine the freshness period and distinguish between perishable and non perishable
Maintain purchasing records and forms	Forms to be used depend upon the control system of the establishment
	Forms may include: records for purveyors, purchase order forms, and purchasing specification sheets
	Computer systems used as purchasing systems
Utilize correct procedures for purchasing supplies and food	Set up a system for purchasing within the school program
13.2 Receiving	
Cite procedures used for receiving goods	Procedures to follow for receiving set as rules
	Procedures for receiving include: Checking invoice against items Checking the weight of the goods Inspect and refuse damaged goods Label meats and frozen items with names and weights of the item
List the facilities and equipment for receiving	Equipment necessary to receive shipments: refrigerator freezer scales stock area shelving thermometer

13. MANAGEMENT: PURCHASING, RECEIVING, STORAGE

Standards for purchasing and
receiving in food service

COMPETENCY	CONTENT
Identify forms and records needed for receiving	Invoice checked against the receiving records (legality of the signature)
	Inventory update form
Utilize the correct procedures for receiving food and supplies	Set up procedures and rules for receiving food and supplies in the school program
13.3 Storage	
Cite procedures for storage	Reasons for careful storage and the proper storage of all items
	Methods of rotating the stock
	Storage in relation to sanitation and quality of the food
	Perishable dating methods
List the facilities needed for storage of food and supplies	Equipment needed for storage: specific refrigeration, metal shelves, thermometers, markers and labels
Describe the form and records needed for storage	Perpetual inventory records, daily or weekly inventory
	Requisition form for issuing of foods
Explain state regulations on the storage of foods and supplies	Regulations for the storage of food and and supplies in the State Health Compliance Code
Utilize correct procedures for the storage of food and supplies	Procedures for the storage of food and supplies in school program
Define inventory control	Inventory taken by a physical method or by an itemized list of foods
Demonstrate the ability to do an inventory	Set up an inventory system to use in the school program

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LEARNING EXPERIENCES

Study examples of and practice filling out the forms to be used for purchasing, receiving and storage.

Tour a commercial food service establishment,observe receiving and storage facilities.

Brainstorm the steps to be taken as soon as a shipment arrives.

Role play procedures for receiving food and supplies.

Each person in the class take turns receiving food on a regular basis using the established procedures for the school program.

Listen to a health inspector describe the procedures and state regulation for receiving and storage.

Observe a demonstration on methods to store foods in the stockroom, freezer, and refrigerator.

Pick a card out of a deck with a name of a food item on the card. Identify where the food is properly stored in the kitchen.

Make posters of receiving procedures.

Listen to a stock clerk speak about keeping inventory, receiving items, storing rotating stock, and keeping records.

Practice taking an inventory with a partner, compare results with another group. Return to check any discrepancies.

13. MANAGEMENT: PURCHASING, RECEIVING, STORAGE
Standards for purchasing and
receiving in food service

TEACHING MATERIALS

Media *

"The Food Purchasing Process"
"Storing Foods", Prentice Hall Media

"Receiving and storing procedures"
"Food Purchasing 1 & 2", National Educational Media

Computer Applications

"Compu-Vittles: Inventory Manger", Management Control Programming - IBM

"Nutri Foods", Middcare Incorporated - IBM

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* most of the following materials are available in films, filmstrips or video

INVENTORY IS USUALLY TAKEN ON LAST DAY OF MONTH AND USED TO DETERMINE FOOD COST. TOTAL OF INVENTORY IS ENDING INVENTORY FOR THIS MONTH AND BEGINNING INVENTORY FOR NEXT MONTH.

INVENTORY

DATE 7-4 CALLED BY J.D. WRITTEN BY R.P

ITEM	QUANTITY	SIZE	UNIT PRICE	EXTENSION
MEATS				
PRIME RIBS	1	20 lb	2.00 per lb	40.00
N.Y. SIRLOIN	20	8 oz	3.20 ea.	64.00
RIB EYE	—			
HAMBURG	2	10 lb	1.50	30.00
FISH				
SCROD				
SCALLOPS				
SOLE				
DAIRY PRODUCTS				
MILK HOMO				
½&½ CREAMERS				
AMERICAN CHEESE				
SWISS CHEESE				
BLUE CHEESE				

PERPETUAL INVENTORY

WEEK OF Feb. 8. 19

ITEM		SUN.	MON.	TUES.	WED.	THUR.	FRI.	SAT.
Mayonnaise	ON HAND	5	7	1	4			
	PURCHASED	6	—	4				
	USED	4	1-3-2	1				
	ON HAND							
	PURCHASED							
	USED							
	ON HAND							
	PURCHASED							
	USED							
	ON HAND							
	PURCHASED							
	USED							
	ON HAND							
	PURCHASED							
	USED							

MAINTAINED DAILY FOR EASE OF ORDERING AND RECORD OF SUPPLIERS ON HAND.

14. MANAGEMENT: SALES AND PUBLIC RELATIONS

Aspects of sales, public relations, and merchandising in food service

COMPETENCY	CONTENT
14.1 Sales in Food Service	
Define sales control	Control sales in the restaurant to meet expenses and turn a profit
	Methods to increase the number of guests
	Methods to influence what the customers purchase
Explain how to develop sales techniques	Variety of sales techniques brochures menu design decor quality price service type style of the restaurant product differentiation floor plan telephone sales advertisement promotional mail portion size
Describe "how to sell" items	Methods to promote an item through a particular sales technique
	Promotion of items on the menu to the seated customer
Relate the importance of good public relations to sales in a restaurant	Attitude of the employee who deals with the customer can influence future sales of the establishment
	Interactions the customers observe in the establishment is what they tend to remember
Recognize the importance of atmosphere in a restaurant	Atmosphere greatly contributes to satisfaction of the customer and therefore the sales of the establishment
	Consider the following with regard to the atmosphere of the establishment physical: layout, cleanliness, decor, table arrangement, lighting personal: appearance and attitude of the servers menu: design and cost others: selection of music, chosen theme, other attractions

14. MANAGEMENT: SALES AND PUBLIC RELATIONS

Aspects of sales, public relations, and merchandising in food service

COMPETENCY	CONTENT
Explain methods to improve the sales of an item	Ideas to improve the sale of an item or increase general sales use of garnishes fancy napkin folds decorating of the dining area use of ice carving table tent advertising table side cookery suggestive selling
Develop advertising techniques	Advertising techniques to promote the school program or some establishment in the community

Aspects of sales, public relations
and merchandising in food service

LEARNING EXPERIENCES

Do a comparison study of area restaurants. Speculate on some of the reasons that the a particular restaurant is preferred.

Role play situations that show how public relations affect the image of the restaurant.

Develop an advertising gimmick for student-run restaurant.

Set up a sales program for a school restaurant or an imaginary restaurant.

Decide on a theme for a restaurant. Apply items and ideas to coordinate with the theme.

TEACHING MATERIALS

Media*

"One for the Money"
"Strategy for winning"
"Selling"
"Successful Persuasion", Continental Film Productions Corporation

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* most of the following materials are available in films, filmstrips or video

APPENDIX A

TEACHER AIDS

COMPUTER APPLICATIONS FOR TEACHERS

There are many computer programs available that can save teachers valuable time. Most of these programs are inexpensive and very simple to operate. Teachers will find these programs to be extremely helpful in the management of the foodservice classroom. Here are just a few examples:

"Grade Sheet" Handles 200 students 50 grades each Weights grades, drops low score Has limited word processing	IBM PC - Compress
"Easy Quiz Maker" Stores 100 questions Multiple choice, true false, fill ins	IBM PC - Compress
"Test Generator" No limit on number of questions Tests from random or specific questions	IBM PC - Compress
"Teacher Utilities" Assists with tests Makes crosswords Calculates grades	Apple 2 - MECC

PROFESSIONAL ORGANIZATIONS

Council on Hotel, Restaurant, and Institutional Education
S-208
Henderson Building
University Park, PA. 16802

National Restaurant Association
311 First Street N.W.
Washington, D.C. 20001

Hotel Sales and Marketing Association
1400 K Street N.W.
Suite 810
Washington, D.C. 20005

National Institute for the Foodservice Industry
20 North Wacker Drive
Suite 2620
Chicago, Ill. 60606

FOOD SERVICE TRADE MAGAZINES

HOTEL AND MOTEL MANAGEMENT
845 CHICAGO AVENUE
EVANSTON, ILLINOIS 60202

CLUB MANAGEMENT
408 OLIVE STREET
ST. LOUIS, MISSOURI 63102

INSTITUTIONS
COMPUTER CENTER
P. O. BOX 5671
DENVER, COLORADO 80217

FOOD PROCESSING
PUTMAN PUBLISHING COMPANY
430 N. MICHIGAN AVENUE
CHICAGO, ILL. 60611

RESTAURANT HOSPITALITY
1111 CHESTER AVE.
CLEVELAND, OHIO 44144

JOURNAL FOOD SERVICE
P. O. BOX 769 306 E. ADAMS
TEMPLE, TEXAS 76501

TABLES
505 MARKET STREET
KNOXVILLE, TN 37902

PREPARED FOODS
READER ASSISTANCE CENTER
650 SOUTH CLARK ST.
CHICAGO, IL 60605

METRO
104 FIFTH AVE.
NEW YORK, NEW YORK 10114

CHEFS INSTITUTIONAL
41 EAST 42ND STREET
NEW YORK, NEW YORK 10017

THE FRIENDS OF WINE
LES AMIS DU VIN
2302 PERKINS PLACE
SILVER SPRINGS, MD 20910

COOK'S MAGAZINE
PENNINGTON PUBLISHING
1698 POST ROAD EAST
WESTPORT, CT 06880

NATION'S RESTAURANT NEWS
425 PARK AVENUE
NEW YORK, N.Y. 10022

FOOD MANAGEMENT
HARCOURT BRACE JOVANOVICH PUBL.
7500 OLD OAK BOULEVARD
CLEVELAND, OHIO 44130

NUTRITION ACTION
CENTER FOR SCIENCE IN THE PUBLIC INTEREST
1755 S. STREET N.W.
WASHINGTON, D.C. 20009

RESTAURANTS & INSTITUTIONS
CAHNER'S PUBLISHING COMPANY
DIVISION OF REED HOLDINGS
221 COLUMBUS AVENUE
BOSTON, MA 02116

SOFTWARE AND VISUAL AID PUBLISHERS

Allan Keith Productions
243 W 56 Street
N.Y., N.Y. 10014

AVI Publications
Westport CT.

Aquaris Publishers
Box 128
Indian Rocks Beach, FL. 33535

Bottom line Software
Eugene, OR.

CBoard Group
Suite 300
First Brant Bldg.
Ithaca, NY. 14850

Chef 40
Houston, TX.

Clo Wiltse
Volborg, MO. 59351

Cookware
Beaverton, OR.

Compress
Wadsworth Inc.
Box102
Wentworth, NH. 03282

Computran Systems
5150 SW Griffith Drive
Beaverton, OR. 97005

Compuvittles
Las Vagas, NV.

Continental Film Productions
Box 5126
Chattanooga, TN. 37406

Foods and Nutrition Information
National Agriculture Library
Room 304
Beltsville, MD. 20705

General Mills
Box 112
Dept. 125
Minneapolis, MN. 55440

Guidance Associates
Communications Park
Box300
Mount Kisco, NY. 10549

MCE
157 So. Kalamazoo Hall
Suite 500
Kalamazoo, MI. 49007

MECC
3490 Lexington Ave. No.
St. Paul, MN. 55112

Micro Power and Light
12821 Hillcrest Road
Dallas, TX. 75230

SOFTWARE AND VISUAL AIDS PUBLISHERS

National Livestock/Meat Board
444 N. Michigan Ave.
Chicago, ILL. 60611

NEM
15760 Venture Bldv.
Encino, CA. 91436

Nutri Foods
Middecare Inc.
Middletown, OH.

Prentice Hall Media
Box 1050
Mount Kisco, NY. 10549

Sunburst Communications
39 Washington Ave.
Room VF414
Pleasantville, NY 10570

National Restaurant Association
1 IBM Plaza Suite 2600
Chicago, ILL. 60611

New England Dairy-Food Council
22 Riverview Drive
Wayne, NJ. 07470

Orange Juice Software Systems
Exar Communications
Staten Island, NY.

Restaurant and Hotel Aids
2120 Girard Ave. S.
Minneapolis, MN. 55405

APPENDIX B

FOODSERVICE TEXTS

SUGGESTED TEXT BOOKS

Food Service Industry/General Titles

Brymer, Robert. Introduction to Hotel and Restaurant Management, Kendall Hunt, 1981

Ethelwyn Cornelius. Food Service Careers, Bennett Books, 1979.

Lundberg,Donald. Hotel and Restaurant Business, Cahners Books, 1980

Lundberg, Donald. The Restaurant, Concept to Operation, John Wiley & Sons, 1985.

Pepper, Pratt, Winnick. Food Service Skills, Bennett Books, 1984

Powers, Tom. Introduction to Management in the Hospitality Industry, John Wiley & Sons, 1984.

Safety/Sanitation

National Institute For the Food Service Industry. Applied Food Service Sanitation Certification, Heath, 1981.

Richardson, Treva. Sanitation for Food Service Workers, CBI, 1981.

State of Conn. Compliance Guide, Connecticut State Health Code.

Culinary Terms

Dahl, Crete. Food & Menu Dictionary, Cahners Books, 1972.

Weights, Measures, Recipes

Crawford & McDowell. Math Workbook for Food Service, CBI 1981.

Pittner and Griffin. Principles of Food, Beverage & Labor Cost Control, CBI, 1984.

Equipment

Hamilton, Whitney, and Sizer. *Nutrition Concepts and Controversies*, West, 1985.

Kazarian. *Food Service Facilities and Planning*, AVI 1983.

Kotschevar & Terrell. *Food Service Planning Layout and Equipment*, John Wiley & Sons 1985.

McGuill and Pye. *No Nonsense Guide to Food & Nutrition*, Maclean Hunter, 1981.

Stare and McWilliams. *Living Nutrition*, John Wiley and Sons, 1984.

Meal Planning

Scanlon, Nancy. *Marketing by Menu*, CBI, 1985.

Seaberg, Albin. *Menu Design*, CBI, 1983.

Thompson, Nelle. *Meal Management Lab Manual*, Iowa State Univ. Press, 1975.

Dining Room Service

CBI Food Service Editors. *The Professional Host*, CBI, 1981.

Dahmer and Kahl. *Waiter-Waitress Training Manual*, CBI, 1982.

King, Carol. *Professional Dining Room Management*, Hayden, 1980.

Principles of Cooking

Amendola, Joseph. *Bakers Manual*, Hayden Books, 1972.

Dondi, Ray. *Professional Cooking and Baking*, Bennett Books, 1981.

Gisslen, Wayne. *Professional Cooking*, John Wiley and Sons, 1983.

Gisslen, Wayne. *Professional Baking*, John Wiley & Sons, 1985.

Katsigris and Porter. Bar & Beverage Service, John Wiley and Sons, 1979.

Pauli, Eugene. Classical Cooking the Modern Way, CBI, 1985.

Ray and Lewis. Exploring Professional Cooking, Bennett Books, 1980.

Shugart, Molt and Wilson. Food for 50, John Wiley and Sons, 1985.

Buffet-Garde Manager Texts

Amendola, Joseph. Ice Carving Made Easy, National Restaurant Association, 1960.

Emery, William. Culinary Design & Decoration, CBI, 1980.

Quan, Constance. Garnishing Basics and Beyond, Contemporary Books, 1984.

Rosen, Harvey. How to Garnish, International Culinary Consultants, 1979.

Sonnenschmidt. Art of Garde Manager, CBI, 1982.

St. Laurent. George. Buffets, John Wiley and Sons, 1986

Management

Chapman, Elwood. Supervisors Survival Kit, S.R.A. Books, 1983.

Chapman, Elwood. Your Attitude is Showing, S.R.A. Books, 1983.

Miller, Jack. Supervision in the Hospitality Industry, John Wiley and Sons, 1985.

Nykiel, Ronald. Marketing in the Hospitality Industry, CBI, 1983.

Plunkett, Richard. Supervision, WCM Brown, 1985.

APPENDIX C

FOOD SERVICE COMPLETENCIES
1985 RESEARCH PROJECT
UNIVERSITY OF NEW HAVEN

FOODSERVICE COMPETENCIES INDICATED IN 1985 RESEARCH PROJECT

The chart on pages 184 - 186 indicates competencies for foodservice that were determined in survey grant study of foodservice employers conducted in 1985 by the University of New Haven. Competencies were determined for six occupational job titles in the foodservice area. The ten most important competencies for each job title, as revealed in the study, are indicated by the asterisks on the chart. The sections in the curriculum guide that relate to each of the competencies are identified in the column on the left. A full report of the research is available from:

Bureau of Vocational Services
State Department of Education
25 Industrial Park Road
Middletown, CT. 06457

When a student is working towards a particular job title, or the teacher is teaching toward one of the titles the chart will provide a guideline to insure that these competencies are emphasized.

Material Reprinted From:
Food Service Competency Grant Study 1985

	JOB TITLES	CHEF/COOK	COOK'S ASSISTANT	FOODSERVICE WORKER	FOOD PREPARATION HELP	SHORT ORDER COOK	BAKER'S HELPER
CURRICULUM CHAPTER	OCCUPATIONAL TASKS						
3.2 9.3 11.0	Show personal qualities as good grooming, appropriate dress and cooperative attitude	*	*	*	*	*	
3.3 3.4	Maintain a clean and sanitary work station	*	*	*	*	*	*
11.0	Use time efficiently, practice team work and self direction in performing tasks	*	*	*	*	*	*
9.3 11.0	Perform tasks responsibly, efficiently and demonstrate good work habits	*	*	*	*	*	*
9.3 11.0	Maintain positive human relationships while working with others	*	*	*	*	*	*
6.1 6.2	Identify, use and care for knives properly	*	*		*	*	
6.1 6.2 6.3	Work correctly with all kitchen equipment; oven, broiler, and microwave	*	*		*	*	
6.2	Use of small equipment correctly	*	*		*	*	*
10.10	Be able to identify spoiled and inedible meats	*	*	*	*	*	
5.6	Be able to proportion food	*	*		*	*	
2.1	Use safe techniques in performing foodservice tasks		*	*	*	*	*

Material Reprinted From:
Food Service Competencies Grant Study 1985

	JOB TITLES	CHEF/COOK	COOK'S ASSISTANT	FOODSERVICE WORKER	FOOD PREPARATION-HELP	SHORT ORDER COOK	BAKER'S HELPER
CURRICULUM CHAPTER	OCCUPATIONAL TASKS						
10.14	Recognize spoiled and inedible eggs					*	
10.14	Toast breads					*	
9.5 9.6	Fill all orders for a customer quickly and correctly					*	
6.2	Know proper method of sharpening knives	*				*	
10.14	Know cooking methods for eggs, boiled, coddled, poached, fried, and scrambled					*	
10.14	Cook bacon, sausage and ham					*	
6.2	Know correct use of deep fryer		*			*	
6.1	Read thermometer correctly						*
6.1	Tell time correctly						*
5.3	Sift flour correctly						*
5.2	Identify abbreviations for measurements in food production		*		*	*	*
10.15	Remove baked products from oven and place on racks						*
10.15	Know various types of flours and shortenings						*

Material Reprinted From:
Food Service Competencies Grant Study 1985

JOB TITLES

CURRICULUM CHAPTER	OCCUPATIONAL TASKS	CHEF/COOK	COOK'S ASSISTANT	FOODSERVICE WORKER	FOOD PREPARATION HELP	SHORT ORDER COOK	BAKER'S HELPER
3.2	Be able to apply sanitary personal habits	*	*	*	*	*	*
2.1 2.5	Know appropriate dress for safe working conditions	*	*	*	*	*	*
3.3 3.5	Handle dishes, food and, beverage in a sanitary manner	*	*	*	*	*	*
5.3	Be able to measure dry and liquid ingredients	*	*		*	*	*
10.5	Know proper cleaning methods for vegetables		*				
1.0 11.0	Adheres to institutional tardiness policy		*	*	*	*	
1.0	Follows posted work schedule	*	*	*	*	*	*
2-14	Understand and meet the standard of excellence in food quality	*	*	*	*	*	
6.2	Shut off equipment when finished			*			
6.3	Report to supervisor any equipment in need of repair	*		*	*		
3.3	Leftover foods are labeled, dated and properly refrigerated			*	*		
10.5	Know correct storage and care of vegetables		*	*			
10.14	Make breakfast dishes, pancakes, French toast and omelets					*	
6.1	Identify small equipment; hand utensils, can opener, blender	*	*			*	*

REFERENCES USED IN DEVELOPMENT OF THE FOODSERVICES CURRICULUM GUIDE

Food Services Curriculum Guide, Texas Tech University 1973

Performance Based Food Service Guide, Greenville South Carolina 1983

Vocational Technical Education Consortium of states: Vocational Technical Series 1976

Foodservice Worker - Instructors Guide for Food Management Production and Service, State of Tennessee, Department of Education: Division of Vocational Technical Education 1981

Waiter/Waitress Training Guide: U.S. Department of Health Education and Welfare, Office of Education 1968

Occupational Cluster Guide: Foodservice, Oregon Department of Education 1979

Food production and Service Curriculum Guide, Michigan State Board of Education (undated)

Food Service task Lists, Statewide Curriculum Articulation Center Minnesota 1979

Waiter/Waitress Hostess Guide, Instructors Materials for Vocational Education, The University of Kentucky 1970